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It has been found indispensable to expend large sums of money on the editing of the paper; the affairs of the leading educational journal of the world cannot be cheaply administered. Two of the editors of the paper have been normal school principals; another is at present the principal of a notable normal school. If all were employed solely in normal schools, their combined salaries alone would amount to $10,000 or $12,000. Besides this, the best writers on education in the country are paid to assist in making the JOURNAL what the earnest teachers demand of it.

To transact the growing business of the JOURNAL, it has been found necessary to employ a whole building; the cost of type-setting is a third higher; printing costs more—in fact, expenses have increased all along the line in the effort to make a really first-class paper. Nor can these be made less; there is no backward step; the educational column is moving on.

This increase in price means *an increase in the value of the paper.* It does not mean a $2.00 paper for $2.50, but a paper worth a dollar more at an advance of only fifty cents. The change is made in the interests of the subscribers. At times, probably once per month, there will be an additional number of pages. With the first issue in January, new type will be put on the JOURNAL that will increase the amount of matter probably one-fourth. We must meet the needs of our readers. All of these advance movements will require a large expenditure of money.

The JOURNAL has always urged the payment of good wages to the teachers. It has been the means of actually increasing the wages of a vast number. It now asks its readers to co-operate in the effort to pay the publishers what is simply fair wages to them for their work.

Therefore, on Jan. 1, 1886, the price of the SCHOOL JOURNAL will be $2.50 per year. All who subscribe or renew before then will have the advantage of the present rate—$2.00 a year.

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WHEN the Emperor William of Germany went into a village school, where the children did not know him, he asked: "To what kingdom of nature do these stones around here belong?" "To the mineral kingdom, sir." "And that tree?" "To the vegetable kingdom." "And myself?" "To the kingdom of God, sir," whispered a little girl. Reverently and tearfully the old Emperor bowed his head.

IT has been well said that it often takes more grit to let go than to hold on. The usual exhortation to young men usually is "*to hold on;*" but it would be better to council them to let go, once in a while, for it is true that the progress of the world depends more upon letting go than holding on. The traditions of the ages are mostly wrong. The battle of truth is against them. Millions, who constitute a majority of the human family, are holding on to customs and beliefs that ought to have been abandoned years ago. In education the greatest obstacles are found among those who hold to the customs of the past, and will not give them up. Nothing can be done until all the props are knocked from under them. It is said: "Don't tear down unless you can build up;" but nothing in educational matters can be built up without first tearing down. *We must build up;* but the rubbish of the old must be cleared away first, deeper digging must be done, a solid foundation must be reached, and then a new building can be erected which shall endure for all coming time.

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THE other day a gentleman said: "What is new in education to-day will be old to-morrow. I believe in the new, but my children will see something far better." This may be true, and it may be false. Principles are as old as creation. *They never change.* Our customs change. It was never right to tell a child what he can discover for himself. It has always been true that the equable growth of the whole nature is the aim of true education. For all time it has been an axiom that a learner only *knows*, in the true sense of that word, what he discovers for himself. The admitted principles underlying true education are as old as the human family, and in all ages there have been found some who have seen and tried to follow them. There is no more that is new in true educational philosophy than there is in the laws of the moral and physical universe. We are only discovering and proving their existence, and devising ways to carry them into our practice.

When a child is given to a real teacher to educate he asks: "What are the laws governing his mental, moral, and physical growth?" "These I must follow." "All traditions, customs, maxims, rules, courses of study that lead me to act contrary to these, I must disregard or violate my conscience." In this way the true teacher takes his pupil into his heart and mind, and seeks to develop his boy into a noble, true, symmetrical manhood. It is the grandest work given a human being to train a child for mature action. Angels might covet the task, were it not so great. It needs a heart and head very near to the great heart and mind of the eternal Author of our being. The unskilled teacher rushes on where wise men tremble to stand. The best of all ages have stood in wonder before the wisdom required to train a child for his future destiny.

PROF. C. M. WOODWARD has been invited by Gov. Robinson and other prominent citizens of Boston to address the people as well as the educators of that place upon the subject of manual training.

THE industrial work refered to in a recent JOURNAL came from the industrial school at Montclair, N. J., of which Mr. Randall Spaulding is principal.

THE following is a complete list of the state associations to be held during holiday week.

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|---|---|
| California. | San Jose. |
| Colorado. | Denver. |
| Illinois. | Springfield. |
| Iowa. | Des Moines. |
| Indiana. | Indianapolis. |
| Kansas. | Topeka. |
| Minnesota. | St. Paul. |
| Michigan. | Lansing. |
| Montana Ty. | Bozeman. |
| New Jersey. | Newark. |
| Wisconsin. | Madison. |

OUR attention is called to the fact that in "The Teachers' Book Table," page 237, of Oct. 24, reference was made to Mrs. Heath as a silent partner of D. C. Heath & Co. This is a mistake. Mrs. Heath is legally connected with the managing partner of the firm, but not with the firm. This is an important difference.

LAST year we called the attention of our readers to a valuable catalogue of books for young people, suitable for holiday books or the home library, compiled by James M. Sawin, of Providence, R. I. This year Mr. Sawin has published another list, which will be sent to any one on application. We suggest the inclosure of a two-cent stamp; the book is worth ten times that sum.

No effort will be spared by the management of the National Summer School of Methods, Saratoga, to make that school next year as complete and perfect as possible. Three new departments have recently been added to the large number opened last year.

Mrs. Sarah F. Fletcher, at the head of the Training School in Saratoga, and for ten years in the Geneseo Normal, will have charge of the Training School Department. Miss Mary L. Van Wagener, at the head of a large training school for Kindergartners in this city, has consented to open her summer kindergarten school next year in Saratoga as one of the departments of the school of methods.

Miss J. M. Arms, a most successful teacher of Natural History in Boston, will give a short course in this study in which each teacher will be supplied with specimens and taught how to use them, in giving instructions to small children.

THE New Jersey State Teachers' Association will meet at Newark, Tuesday and Wednesday, Dec. 29, and 30. Supt. CHAS. JACOBUS, president; A. B. GUILFORD, secretary.

IT may comfort the New York teachers to know that the pay of the Philadelphia teachers is much worse than theirs. "This," the *American* says, "is the sort of statement which a self-respecting Philadelphian would like to meet with an indignant denial but it is a *solid, mean* fact."

ON Friday evening of last week, Dr. C. M. Woodward, of St. Louis, Mo., delivered an exceedingly valuable lecture on "Industrial Training," at Philadelphia. It was a compact, cogent, and convincing argument in favor of introducing manual training into our free school course. Since we have no space for a complete outline of his argument, we must content ourselves with a few thoughts gathered here and there during his address.

Only one and one-eighth per cent. of all the pupils in the Chicago schools, enter the high school. No country has real manual training schools, except the United States.

What is manual training but mental training!

We do not expect our boys to make mechanics or artisans, but we do expect them to have something to do with workers in all the professions and arts.

Information is the cheapest fruit that grows on the educational tree.

We always respect *skill* wherever we see it, either in ourselves or others.

A trade school is not a manual training school.

One hour given to tools, does not detract from the amount learned in five or six hours given to books. The article put on the market from a manual training school is an evenly trained boy. This article is a new one.

HON. JOHN H. FRENCH, LL.D., State Institute Conductor, is a candidate for state superintendent of public instruction. No man is better known in this state. For more than thirty years he has been intimately identified with educational interest in various capacities; as normal school principal in Pennsylvania; as state superintendent of Vermont; and more recently as institute conductor in this state. He has breadth of judgment, maturity of thought, and a thoroughly honest and judicial mind. There is no doubt as to his fitness for this important office.

SUPT. C. E. HAWKINS, now superintendent of normal classes under the Board of Regents, has been put forward as a candidate for superintendent of public instruction. Supt. Hawkins had the honor in the last war of carrying the colors of his regiment in the charge of Fort Fisher. When the war was over he worked his way through college; has been three terms county schoool commissioner, and for several years in charge of one of our leading academies. No man is more thoroughly acquainted with our school system. His Republicanism is unadulterated, his learning both broad and accurate, and his abilities as a public speaker of a high order. He would make an excellent state superintendent.

ELEVEN states have passed laws against the sale of the police papers and kindred publications. The feebleness of the opposition to this enactment in those states, warrants the belief that earnest and concerted effort will secure the passage of a similar law in all the states. Texas and Georgia were pioneers in this movement, in which four other Southern states have since joined. In 1868 Dr. B. G. Northrop secured a promise from the managers of all the railways of Connecticut, that such papers should not be sold in their cars or stations. The good results of this effort seventeen years ago, led him to study both the prevention of, and the remedy for, bad reading. His vocation as a lecturer, calling him to over thirty states, facilitates his effort to check the circulation of this kind of literature. Among the varied aims of the 300 "Village Improvement Associations" is usually named "quickening the intellectual life of the people" by the organization of libraries, and providing suitable reading for youth.

To further this end and help in fighting the bad with the good, "A Select List of Books for the Young" was prepared by Dwight Holbrook, principal of the Morgan School, Clinton, Conn., whose broad culture and successful experience in guiding the reading of youth, specially qualify him for this work. Ten thousand copies of this list were recently printed for *gratuitous* distribution. It has met with such favor that a new and larger edition will soon be issued. By sending a two cent postage stamp to us for expense of mailing, any teacher or parent can get a copy of this list.

During the next four months, Dr. Northrop will personally, or by letter, urge the passage of a law in all our states that have not yet acted in reference to such immoral publications. We invite the co-operation of the press of the country with him in this good work, in which he represents no society or organization or personal interest. This work ought to be done. If the leading journals second the motion, it *will* be done. Dr. Northrop's success in advocating the Arbor-Day movement warrants our confidence in his tact and energy in this still more important effort.

## *EDITORIAL CORRESPONDENCE.*

In the city of Philadelphia there are 110,000 children attending the various public free schools. These are taught by 2,347 teachers. New York has only 29,000 more children than Philadelphia. Two and a-half years ago there was not even a chair for the superintendent of schools to sit down on, or a table on which he could write. In the schoolrooms the condition was pitiable. There was no uniform course of study, no systematic promotions, no general supervision. The task of bringing order out of this chaos was a Herculean one. But a master hand and a clear head was found to undertake it. In two years and a-half Supt. MacAllister has brought about a wonderful change.

There are here 31 local boards with 400 directors. Each board has supervision of its own district, and holds the appointment of its own teachers in its power. The Board of Public Education is composed of 31 members appointed by the judges of the courts. The members of the local boards are elected by popular vote on strict party issues. It will be seen that the character of these bodies must vastly differ. The local boards are politicians, often of the worst sort. The members of the Board of Education are high-minded, liberal men, desirous of doing the very best possible for the education of the people. They have under their care the fixing of the course of study, the organization of the schools, the examination and compensation of teachers, and all matters pertaining to general management. Teachers appointed by the local boards must be confirmed by the Board of Education. Formerly the examinations of pupils were made by the local boards, but now they are under the direction of the city superintendent. This pulling-apart method of no systematic inspection had been going on for nearly half a century. The result can easily be imagined. There were as many standards as there were schools; the examiners were aymen; the questions were prepared by the teachers who had taught the classes; in fact, there existed a total want of knowledge of what a real school ought to be. It was chaos which cost two millions a year. The public had no idea what a *system* of public instruction meant. Now under Supt. MacAllister and his six assistants the work is thoroughly methodized; the questions are prepared at the superintendent's office, sent in sealed envelopes to the principals, and not opened until the moment the examination commences. A few of the *best* and *worst* papers are returned to the central office for inspection. By this means it can be told what the average work of each room is.

Since Supt. MacAllister came to this city he has completely revised the course of study, and many lessons have been given for the purpose of initiating teachers into the methods of the new work. Large and cheerful rooms have been secured for the uses of the office; drawings, charts, moulded maps, collections of prints, etc., have been made, and a most valuable pedagogical library of nearly 1,500 volumes bought. This is only an exceedingly small part of the enormous labor accomplished. The library alone is a monument of wisdom. It is not a hastily thrown together mass of old books, but an exceedingly carefully selected library of volumes of sterling value, having a *direct* bearing on the work of the teacher.

It may be realized that the overthrow of a *no-system*, fifty years old, deeply rooted in the prejudices of the teachers and people has called forth much opposition. This has been severe; but the good work has progressed so far that the entire success of the system is assured. It will take time yet to bring about complete success; but the car is fairly on the track, and no ordinary obstacle can impede its progress.

The Teachers' Institute of Philadelphia is only an association for library and mutual benefit. It is quite wealthy, having an income of over $4,000 a year. Lectures are frequently delivered before the public under its patronage, on general and educational subjects.

### SEWING IN THE SCHOOLS.

All the girls in the Philadelphia schools spend one and one-half hours each week in learning the art of sewing. This time is divided into two lessons, and takes the place of a regular recitation. A course of work is laid down which all the girls' schools follow. The instruction is committed to the hands of special teachers, who give their whole time to instruction in this art. The teaching of this branch of industry is peculiar to Philadelphia schools, and seems to be a perfect success. It is the only study in which instruction in *all* the schools is uniform and systematic. The verdict of all the teachers, as far as we could learn, is, that time spent in this art does not detract from advancement in the studies omitted, but affords a needed relief and relaxation that is beneficial in its intellectual influence.

Concerning the work and duties of the assistant superintendents, the Free Industrial Art School, the Manual Training School, and the Free Kindergartens, we shall speak next week. J. A.

## *ABOUT SALARIES.*

The man who has determined to make teaching his life-work, cannot but feel solicitous as to the remuneration he will get. Thousands begin to labor, hoping for an increase of wages, but as it does not come, they become discouraged; they leave the field, and thus some who would have been of the highest usefulness to the world are lost. Every teacher wants an increase of salary; many deserve it. What can be done to increase the pay of teachers?

1. In what ways are the salaries of the profession in general increased?

2. In what way can an individual teacher obtain an increased salary?

(1) When Francis Dwight began his self-devoted labors in behalf of education, between 1840 and 1845, in New York State, seventy-five cents per week was not an uncommon price for female teachers in country schools. The writer remembers when, in a central New York district, it was debated whether one dollar per week should be paid to a female teacher; and it was agreed to because she would board with her parents. Mr. Dwight saw that the cause of low wages was the belief in the public mind that it required no special preparation to teach school, and proposed the founding of a normal school. His work was ably seconded by strong men; a normal school was established; the people assented to the principle that teaching was a business no one could work at successfully without a special training; others have been established, and wages have been greatly increased. Instead of seventy-five cents, and one dollar per week, the average is about six dollars per week to female teachers. This is for the country schools; in the cities the increase has been even greater than six times. All this has come about by announcing and holding to the principle, that the important work of teaching human beings requires careful, prolonged, and special preparation.

But the teachers were opposed to normal schools! They did not want to spend the time and money a special preparation would require. They wanted the school-rooms to be easy of access—not perceiving that this made wages low. The rise in wages is not due to what the teachers have done, but to what the people have done.

If the teachers want wages to rise, they must increase their abilities; they must give more time for preparation; they must diffuse the principle that only trained teachers can teach.

(2) Daniel Webster replied to a young man who asked whether the legal profession was not crowded: "There is plenty of room at the top." The teacher who is receiving a small salary, can increase that salary by learning to do more difficult work than he is now doing. Suppose that we form a pyramid of salaries. All receiving $100 and under, per year, shall form the bottom layer; those receiving $200, the next; $300, the next; $400, the next, and so on; the top layer shall be of those receiving $10,000. Our pyramid has grown steadily smaller, and the top is a point! Those who are in the $100 layer are there because they are not skillful workmen. They must increase in power. How?

1. *A good principal or superintendent makes good teachers.*

The teachers associated with Col. Parker at Quincy were invited away, at double salaries; those that replaced them were also invited away at a similar increase. A poor superintendent or principal depresses the salary of every teacher under his charge.

2. *Through training at a normal school or institute.* We believe the normal schools of the State of New York have doubled the salaries of teachers. The graduates of the school at Oswego, especially, have been in great demand; many have received large salaries. Oswego has had a powerful effect on salaries. The institutes in Queens and Suffolk counties, New York, were conducted by Prof. D. H. Cruttenden for several years, and wages there are higher than in the other counties of the state, (excepting those in which Brooklyn and New York are situated). His work left a deep mark. A good teachers' institute is a sure means of raising wages; it tends to make the work professional—that is, *work that can be done only by those who are specially trained.*

3. *Through a good system of examinations.* New Jersey is an example of this. State Superintendent Apgar deserves credit for his wise forecast in this matter. The plan is, a division of the teachers into three grades; and then requiring those receiving the lowest certificate, to study so as to obtain the next. In most of the states, teachers can renew the lowest certificate as many times as they please. Not so in New Jersey. Prof. DeGraff used to say that a difference in the teachers was perceptible as soon as the state line is crossed. The pay of teachers in New Jersey is larger than in New York; the system of examinations has made it larger. Yet the teachers have fought against the system.

4. *Through reading of educational journals and books.* The publishers of the SCHOOL JOURNAL have abundant testimony of the *practical* value of reading that paper. There are two classes of readers, however—those who read to increase in power, and those who read to while away the time; thousands read the newspapers who do not know what they have read ten minutes afterward. Advancement in teaching is not made by this mode of reading an educational journal.

All these things fit men for higher salaries; but that is often not enough. The man who wants a larger salary must not sit down and wait. Let him, if he is receiving $500, and wants $1,000, inquire where the places are where $1,000 is paid; what the requirements are, and act accordingly. It is no uncommon thing that school officers become sadly perplexed to find men capable of earning good salaries. Hence the teacher must let his abilities be known. As an example: a young man in this city wrote to thirty-five cities, setting forth his abilities and the salary he desired. He was engaged by one of those cities to superintend their schools.

Power to teach can be increased, and, as a rule, the salary paid is in proportion to that power. More is meant by this, however, than a knowledge of text-book lore.

## *WHAT IS AN EDUCATION?*

It has been well said that we have gone far in these days towards getting rid of the superstition that a man cannot be a thoroughly cultivated man without a diploma, or half learning two or three foreign languages. No one thinks of John Bright as an uncultivated man, or of John Bunyan or William Shakespeare as uncultivated men. He would be very bold, not to say fool-hardy, who should pronounce Plato and Aristotle uncultivated men, yet they attended no college, and knew no language or literature other than that of their own country. The learning of foreign languages and literatures is not culture, but the means of culture; and if the culture is attained by some other means, well and good.

Lincoln's early education was gained more from the Bible than from the school-master. In this he was like many others who have risen from poverty to distinction. In his early manhood, he became passionately fond of Shakespeare, and knew his plays almost by heart. Any man who is thoroughly versed in these two books cannot be called an uncultivated man. To this he added the study of geometry, which he mastered thoroughly, of English grammar, of law, and later, of the science of law—jurisprudence. In American history he was deeply read, and politics, as both a science and an art, was an open book to him.

Some one says that, "the more complete and extensive a man's education, the more able is he to accomplish whatever he undertakes. If he be naturally well endowed, and then thoroughly educated, failure can scarcely surprise him. Each part and power of man is educable. The educated hand is strong, steady, active, graceful, and sensitive The educated eye is alert, telescopic, microscopic, discriminating, capable of many tasks, accomplished in many social arts. The educated memory, comprehensive, unconfused, accurate, retentive, quick. The educated reason is ready, logical, tranquil, profound, laborious, masterly. The educated affections are tender, constant, vigilant to seek and do their office. The educated will is decisive, prompt, unwavering—immovable in its rest, irresistible in its God-like motion. An educated man is a grand conger of organs and forces, material and spiritual, working together in health and harmony, independent, mutually helpful—many in one—subordinate only to Him who is Supreme. To educate a man is to give his hand, brain and heart their maximum life, power and facility."

## *THE SCIENCE AND HISTORY OF EDUCATION.*

These questions were prepared by the Educational Department of Ontario. We print the outlines, not for the purpose of inducing any of our readers to cram for a first grade certificate, but to test themselves as to their knowledge of these most important branches of professional preparation.

### PSYCHOLOGICAL FOUNDATIONS.

I.

1. "The leading inquiry in the Art of Education is how to strengthen memory."—*Bain; p.* 8.

"It cannot too clearly be borne in mind that to acquire any amount of knowledge respecting the particular, the concrete is not to be educated."—*Sully; p.* 299.

Explain these statements.

2. "To train 'Memory' is a very vague way of speaking."—*Bain; p.* 139.

What is meant by the phrase 'The training of memory'?

What are the characteristics of a good memory?

How should the systematic training of memory be carried on?

3. "The patent facts appear to justify us in asserting that the plastic or retentive function is the *very highest energy* of the brain."—*Bain; p.* 23.

State some of these "patent facts." What do they really justify us in asserting? What general laws of education may be drawn from them?

4. Distinguish between percepts and concepts.

What are the conditions on which the forming of clear, (i) percepts, (ii) concepts, depend?

5. Distinguish between growth and development of mind. Give a summary of the processes of intellectual, emotional, and active development.

6. Describe the interaction of emotion, intellection, and action.

What is meant by the phrase "The training of the will," and what by the phrase "The discipline of the will"? How should this discipline be carried on?

### HISTORY.

II.

1. Write a sketch of the "Schools of the Jesuits," touching especially on, (a) the subject matter of their teaching; (b) the means employed to foster attention, emulation, love of learning.

Point out, with reasons, some of the faults, and some of the excellences of their system.

2. Give Rousseau's views of the proper mode of Education for a child up to twelve years of age.

3. Set forth briefly Pestalozzi's, (*a*) aim, (*b*) method.

4. "Nature has made the healthful exercise of our faculties, both of mind and body, pleasurable."

What theory does Herbert Spencer base on this principle? Apply his theory to the teaching of history.

5. "He (the teacher) is apt to settle down unconsciously into a kind of moral and intellectual stagnation—Philistinism, as Mr. Matthew Arnold would call it."

What induces this "settling down," and what means are suggested to prevent it?

## THE SCHOOL-ROOM.

### *PRACTICAL HINTS.*

HOW TO GET PURE AIR INTO THE SCHOOL-ROOM.

Open a hole under the stove, and be certain that it communicates with pure air out of doors. This can easily be done when the school-house is building. A tight wooden box, about six inches square, can open directly under the stove, and half way to the eaves outside. The ends should be closed by sliding doors. At the opening of school both ends of this duct should be closed, but as the room becomes heated, and foul air accumulates, open both doors enough to admit a sufficient quantity of fresh air. With this arrangement no window should be opened, except in case of smoke or dust. Great injury results from requiring pupils to sit in drafts when heated. Severe colds and more serious sicknesses are thus frequently caused. With the arrangement here mentioned an abundance of pure air can be admitted into a room, and no draft caused. This is a very great advantage.

HOW TO GET FOUL AIR OUT OF THE SCHOOL-ROOM.

Open a door in the ceiling, and be certain that it communicates with pure air. If the ceiling is directly under the roof, it will be sufficient to let the heated air escape into the space under the shingles, but if another room is above, care must be taken to be certain that the door communicates with out-doors. This is essential, or opening the door will be of no account. Several small openings in different parts of the ceiling, closed by sliding doors, are better than large ones. How large these openings in the ceiling are made, depends upon the difference of temperature between in-doors and out-doors. In managing such an arrangement as we are describing, a modicum of common sense should be used. Without it, the best apparatus man ever will make will be useless or injurious.

REMEMBER:

The foul air in a heated room is near the ceiling.

The foul air in a cold room is near the floor.

Hot air is not necessarily foul air.

Drafts are often more injurious than foul air.

A child should never *sit* for a minute in wet clothes. If he is exercising, his wet clothes will not hurt him very much; but if he is quiet he will be certain to receive injury.

Urge children to bring dry socks to school on a wet day, *and put them on* if their feet are wet. If a child's clothes are wet, and he cannot go home, let him exercise until he is dry and warm. Sitting near a hot stove in wet clothes is nearly as injurious as sitting by a cold one.

Don't be ashamed or afraid to look after the health of your pupils. Don't be "fussy," but be sensibly attentive. Health is better than arithmetic, and good lungs than grammar. If you save a girl from a fit of sickness by cheating her out of a day's study, you have done her an incalculable service; perhaps have saved her life.

*A hungry child can't remember.* Children need food oftener than grown people. It isn't out of place at all to let a little child eat a part of her lunch in the middle of the forenoon.

### *A FEW QUESTIONS.*

LANGUAGE.

Write a complete sentence in answer to each of the following questions:

(*a*) How old will you be on your next birthday?

(*b*) What is the date of this examination?

(*c*) When, and how long are your recesses and noon intermission at this school?

Complete as well as you can from the following suggestive words or phrases, a short anecdote to be called:

A STORY OF A SPANIEL.

Rover.

Harry six years old and Winnie four.

A Pond.

A Doctor.

"She got quite well in a few days."

A gilt collar for Rover.

Inscription on Collar—"Won, June 10th, 1884."

HYGIENE AND TEMPERANCE.

What is the effect on a lighted candle of lowering it into a jar into which a person has been breathing until it is filled with his breath? What practical lesson does this experiment teach?

State some of the advantages of good ventilation.

Trace the circulation of the blood beginning where the lacteal fluid joins the venous blood.

When a blood vessel is wounded, how can you tell by the manner in which the blood flows and by the color, whether it is an artery or a vein? Where should pressure be applied to staunch the blood when an artery is wounded? Where, when a vein?

What is the effect of alcohol on the heart?

What are the chief changes undergone by the food before it is absorbed by the lacteals? Why should we eat slowly and avoid taking fluid with every mouthful of food?

Why is a person after taking alcohol more liable to injurious effects from a continued cold?

DRAWING.

Make a neat drawing, (1) of an envelope 5 inches by 3 inches, bearing your own address neatly written, and, (2) the other side showing the flap closed.

(*a*) Draw a right-angled triangle having its longest side horizontal, the other sides being 2 inches and 1 inch respectively.

(*b*) Draw a square on each of the sides of the triangle.

Draw a section of picket fence showing eight plain pickets nailed on scantling, base board at bottom.

Draw a square two inches to the side;
Divide into four equal squares;
Draw diagonals in one of the small squares;
Bisect each semi-diagonal, and make another square by joining the points of bisection;
Strengthen the last square and all lines outside of it;
Repeat the pattern in the other three squares;

Draw the ground floor of a school-house having two rooms, and a hall from front to rear between them. The building is 75 feet by 30 feet; the hall is 9 feet wide. Lay it off with a ruler on the scale of 12 feet to an inch.

### *BUSY-WORK.*

By Ida M. Barnes, Lockport, N. Y.

PART I.

I once visited at a home where a tame oriole was one of the household pets. When its mistress had provided her bird with food and water for the day, she put a yard or so of twine into the cage. To Dicky, shut away from the blue sky and leafy trees, that bit of string was an endless source of amusement. It was woven in the bars of his cage, it was carefully disentangled; it was festooned over the perches, or hung over the seed-cup.

To the active little ones with whom we primary teachers have to deal, busy-work is at least as great a necessity as it was to the restless little bird. It is useful to the teacher as well as the scholar, for occupation is the secret of order. And since the mind of a child delights in change, the teacher should have at her command a variety of busy-work. To give some helpful hints in this direction is the purpose of this paper.

All busy-work that deserves to be considered as such, carries with it some proportion of instruction; and the older the pupil, the greater that proportion should be, till at the age of ten or twelve, busy-work as such need no longer be given.

Before that time, what work shall we put into the hands of these bright-eyed boys and girls who must be enabled to occupy themselves profitably, while we do our best with the classes under instruction? Let us consider first, some kinds of busy-work for those scholars who will soon be past the need of it. Their work will be largely with slate and pencil, and will supplement their regular studies.

Limit the class to some number of straight lines, say three, and ask who can produce the greatest number of figures drawn with three lines. A better way than to spend time in explaining, is to go to the board yourself and sketch some simple figure, saying: "I only used three lines. Who can draw a picture of something else with three lines?" Some pupil volunteers, and you soon have an illustration on the board of the work required. Now you are ready to say: "Take your slates and pencils. You don't know how many different figures you can draw with three lines." After your pupils have investigated the possibilities of three lines, which will perhaps occupy the spare moments of several days, take four lines, then five, etc. You can afford to spend time enough to pass down the aisles, glancing at the slates, you can give a word of commendation to any especially happy thought. But, if you neglect everybody else, don't forget an approving word or look for the dull one who has laboriously produced five figures, while the bright one has sketched fifty.

Another day, divide your class into three or four sections. "Now I'm going to send all the scholars in section first into a grocery store, and they may write me a list of names of articles which they see for sale. To whose store shall I send you, Tommy? Those in section second are going to a hardware store for me; and those in section third, may visit a jewelry-store." You will probably have to write "kerosene" and "saleratus" on the board. I once observed on a "grocery" slate the name of a commodity which I fancied must be something entirely new. It was spelled s-c-h-e-a-s, but the boy on whose slate it appeared promptly pronounced it cheese. In the same way the class may be sent to a farm, to the fair, out for a ride, etc.

Again, call for a plan of the school-house, or if that be too much, the school-room, drawn on slates. The first work will probably be careless, but examine the slates, praising or showing errors as the case requires. Ask for the work to be performed again next day, hinting at something nice to be done with the best plans. Perhaps it will be three days before the slate work shows much accuracy, but be careful not to discourage your little architects. When the plans are neat, and reasonably correct, supply the children, or have them supply themselves with paper. Foolscap may be used, or a good quality of wrapping-paper will do very well. Then provide the pupils with colored crayons, with which to copy their plans on the paper. And, by the way, colored crayons are almost indispensable in school. I have found yellow, blue, and orange most useful. The plans, neatly copied, are ready for your approval; and if you have used tact in dealing with the slate work, you will find that nine out of ten are fit for the distinction you will hereupon confer on them—that of being pinned up in the school-room.

Another plan, for scholars who have begun the study of geography: Have them lay tissue paper on the map of the Western Hemisphere, and with

a pencil trace the outlines of the continent and the surrounding circle. Then with a pen, have them prick the outlines thus traced on the tissue paper. This perforated paper held to the board and gently patted with an eraser full of chalk-dust, will give on the board a faint but accurate outline of the copied map. Here again your colored crayons come into play, in filling in the countries, and making the ocean "deeply, darkly, beautifully blue."

It is a good plan to assign a certain section of the boards to these gay little maps, and leave them on for a week at least. Another idea is to write three or four suggestive words on the board, and then ask for stories to be written containing these words. The variety and ingenuity of stories composed in this way are quite remarkable.

Younger scholars may find employment in translating into the Roman notation a column of figures which you have placed on the board in the Arabic.

The old play of word-making may be utilized in the school-room. Write some word of two or three syllables on the board, and spend a minute or two in writing under it little words formed from the letters contained in the larger one. Let the pupils suggest words to you. When their interest is fairly awakened, tell them they may continue the game on their slates.

In the plans thus far considered, as in everything else in school, it is the teacher who sounds the keynote. If her interest flags, that of her scholars will surely do so. Finally, with regard to this department of busy-work, let me add one bit of advice worth more than all the schemes suggested. Study your school, its needs and possibilities, and invent work to suit the occasion. Circumstances vary, vary your methods to suit your surroundings. Do not fear to leave the beaten paths. "All roads lead to Rome," and if we have the true spirit of teaching, all our plans and devices will lead to one ultimate end—the "harmonious development" of the children in our care.

## *HELPS FOR PHYSIOLOGY TEACHING.*

The following hints from the course of study for district school, Niagara Co. N. Y., will be found helpful to many teachers. For this reason we reproduce them in the columns of the JOURNAL.

1. In some schools there may be a few pupils of sufficient advancement to pursue this subject as a regular study from a text-book; but in nearly all cases the best results will be secured in oral lessons as a general exercise by the whole school.

2. The teacher should secure a fairly thorough knowledge of the subject to start with.

3. Collect as many different books upon the subject as possible. (We give a list below.)

4. Set apart about 10 minutes each day for this subject.

5. The teacher may adopt the following order of procedure or follow the order of any good text-book which he may have: (*a.*) Parts of the Body, (*b.*) Digestion and Food, (*c.*) Circulation, (*d.*) the Skeleton and the Muscles, (*e.*) Respiration and the Skin, (*f.*) the Voice, (*g.*) Nerves, (*h.*) Special senses.

6. Give more attention to the working than to the description of the different organs, and still more attention to the proper care of these organs and to the laws of health connected with them.

7. Attempt to teach only a few leading facts and great central truths of the subject, but endeavor to have these thoroughly understood by the pupils. Show the application to their every-day lives.

8. At every stage in the study where it is applicable, instruction upon the effects of tobacco and all alcoholic drinks should be given. Let this instruction be wise and impartial, yet clear, strong and unequivocal. Teachers will remember that a child's first impressions of a subject are the most lasting.

9. Make frequent use of experiment, or, where practicable, of dissection of some small animal.

10. Use various methods in teaching the subject. Sometimes read to pupils, sometimes tell them facts; oftener ask them questions, tell them how or where to get the answers, and then call for answers at a subsequent recitation.

11. Pupils should have small note-books in which to record the most important facts learned and the "Rules of Health" agreed upon.

12. Review constantly. Examine occasionally.

BOOKS FOR STUDY AND REFERENCE.

"First Lessons in Physiology and Hygiene," by Charles K. Mills, A.M., M.D. 60 cents. Eldridge & Bro., Phila. This is a good book.

"The Laws of Health," by Joseph C. Hutchison, M.D., LL.D. 65 cents. Clark & Maynard, New York. Full and accurate.

"The Human Body," by H. Newell Martin, D.Sc., M.A., M.D. 90 cents. Henry Holt & Co., New York. Full of practical directions for simple dissection.

"The Human Body and Its Health." William Thayer Smith, M.D. 30 cents. Ivison, Blakeman, Taylor & Co., New York. The style is simple and the statements accurate.

"Practical Work in the School-Room—The Human Body—Part I.," by Sarah F. Buckelew and Margaret E. Lewis. 75 cents. A. Lovell & Co., New York. This book gives very full instructions how to teach the subject, being a transcript of lessons given for years in a noted primary school.

"First Lessons in Physiology and Hygiene," by Thomas H. Dinsmore, Jr., Ph.D. Potter, Ainsworth & Co., New York, Boston and Chicago. This book is on the catechetical plan.

Brand's "Lessons on the Human Body." 50 cents. Leach, Shewell & Sanborn, Boston. Simple in arrangement, and clear in statement of facts.

"Alcohol in the Human Body." 15 cents. Beard & Kimball, Chicago.

"The Man Wonderful in the House Beautiful," by Clinton B. and Mary A. Allen. $1.50. Fowler & Wells Co., New York. This book is full of interest for reading.

Mace's "History of a Mouthful of Bread." $1.75. Harper Bros., New York. One of the best books ever written *for the library*. It is full of interest to young readers.

Mrs. Hunt's "Temperance Physiology." 60 cents. And "The Child's Health Primer." 50 cents. A. S. Barnes & Co., New York. These are excellent books, fully up to the times and endorsed by the Woman's Temperance Union of this country.

"Hygienic Physiology," by Joel Dorman Steele, Ph.D. $1.35. A. S. Barnes & Co., New York. Abridgement, 50 cents. This is written in clear, every-day language, and contains a large fund of interesting information, illustrative experiments and suggestive "Practical Questions."

"The Essentials of Anatomy, Physiology and Hygiene," by Roger S. Tracy, M.D. $1.20. D. Appleton & Co., New York. This is a good text-book, reliable and accurate.

"How We Live," by James Johonnot and Eugene Bouton, Ph.D. 50 cents. D. Appleton & Co., New York. This book was prepared by two of our most eminent institute workers. It is full of good points.

"Lessons in Hygiene," by John C. Cutter, B.S., M.D. 50 cents. "Comprehensive Anatomy, Physiology and Hygiene," by same author. $1.00. J. B. Lippincott Co., Phila. These are really new editions of old and popular works. They are especially valuable for their anatomy and physiology facts.

"The Temperance Lesson Book," by B. W. Richardson. Paper, 25 cents; cloth, 40 cents. "Alcohol and Hygiene," by Julia A. Colman. Paper, 30 cents; cloth, 60 cents. "Boys' and Girls' Temperance Book," by H. L. Reade. 20 cents. The National Temperance Society and Publication House, New York. These books present the subject of temperance in a popular manner.

For the SCHOOL JOURNAL.

## *RHETORIC AND GRAMMAR IN HIGHER GRADES.*

BY N. H. HINELINE.

Notwithstanding all that has been said against parsing and analysis, I believe that, in order to obtain a thorough understanding of English, it will be necessary for the pupil to familiarize himself with everything pertaining to both the grammatical and rhetorical structure of the sentence. With merely *routine* parsing and analysis, I have no sympathy, but I believe that a knowledge of etymology, *when taught at the proper time*, will be of great assistance in developing in the mind of the pupil a critical knowledge of the language. In the following lesson, only the written work is given. It is supplemented, during the recitation, with an oral analysis and a discussion of the logical and rhetorical significance of the language. This lesson is not adapted to the lower grades.

LESSON.

By IDA SHAW, Clarksville, Iowa.

The muffled drum's sad roll *has beat*
The soldier's last tatoo;
No more on life's parade *shall meet*
*That* brave and fallen few.
On Fame's eternal camping ground
*Their* silent tents *are spread*,
And glory guards with solemn round
The bivouac of the dead.

CLASS.

| | |
|---|---|
| *First Sentence* . . . | Compound, declarative. |
| *Second Sentence* . . | " " |

KIND OF STYLE. Metaphorical.

FIGURES.

| | |
|---|---|
| a. *Metonomy* . . . . . | "sad roll." |
| b. *Metaphor* . . . . . | "life's parade." |
| c. *Personification* . . . . . | "Fame's." |
| d. " . . . . . | "glory." |

PROSE TRANSLATION.

The bloody strife is over, and the dead sleep on every side; no more in life shall the brave soldiers meet their comrades; their tents are spread on the eternal camping-ground of Fame; and glory, with solemn round, guards the encampment.

"Has beat"—has beaten.

has beaten is a verb, irregular, transitive, indicative mode, present perfect tense, active voice; third person, singular number, to agree with its subject "roll."

"Shall meet" is a verb, irregular, intransitive, indicative mode, future tense, third person, plural number, to agree with its subject "few."

"That" is an adjective, modifying "few."

"Their" is a pronoun, personal, third person, plural number, masculine gender, to agree with its antecedent "few"; possessive case, possesses "tents."

"Are spread" is a verb, irreguar, transitive, passive voice, indicative mode, present tense: third person, plural number, to agree with its subject "tents."

NOTE.—We do not indorse what this article teaches but there is much in it that can be used in accordance with correct principles.

EDITORS.

## *HISTORY.*

NOTE.—The following outline of topics and books for reference, prepared for the schools of New Haven, will be found extremely useful to teachers in preparing supplementary work. Books are essential to good teaching. No teacher can get along, and do good work without them: but thousands are deprived of their aid. But what shall *they* do? A town library can easily be commenced, and a county library, with books deposited at some central point for reference, not *circulation*, could be occasionally consulted for facts and incidents that would add a hundred-fold to the interest and usefulness of school work. Do not say when you read lists of books, as in this number of the JOURNAL, "These are not for me." *They are for you*, only it requires a little exertion and effort to get hold of them. Do not rest satisfied until you have made the nuggets of golden wisdom the possessions of your pupils.

TOPICS.

Annexation of Texas.
Taylor's Campaign in Texas.
Conquest of N. Mexico and California.
Scott's Campaign in Mexico.
Discovery of gold in California.
Henry Clay.
Clay's Compromise of 1850.
Kansas-Nebraska Bill.
Treaty with Japan.
Dred Scott Decision.
Fugitive Slave Law.
John Brown.
Election of Lincoln.
Fort Sumter.
Bull Run.
Trent Affair.
Mississippi Campaign.
Capture of New Orleans.
Merrimac and Monitor.
Peninsula Campaign.
Invasion of Maryland.
Vicksburg.
Chattanooga.
Gettysburg.
Sherman's March.
War in Virginia in 1864.
Sheridan in the Shenandoah.
Farragut in Mobile Bay.
Lee's Surrender.
Confederate Cruisers.
Sanitary and Christian Commission.
Assassination of Lincoln.
Reconstruction of the Union.
Laying the Atlantic Cable.
Impeachment of Johnson.
Thirteenth, Fourteenth and Fifteenth Amendments.
Treaty with China.
The Pacific Railroad.
Treaty of Washington.
Alabama Claims.
Fishery Award.
Assassination of Garfield.
History of Your State, City, or County.

BOOKS.

Greeley's War of the Rebellion. Vol. I.
Uncle Tom's Cabin. Stowe.
Young Folks' History of the Rebellion. Crampton.
Young Folks' History of the Civil War. Cheney.
Alcott's Hospital Sketches.
Winning His Way. Coffin.
Following the Flag. Coffin.
Days and Nights on the Battle Field. Coffin.
Heroes of the Rebellion. Ericsson.
Life of Abraham Lincoln. Holland (and others).
Army Life in a Black Regiment. Higginson.
Recollections of a Drummer Boy.
Heroes of the Rebellion. Grant. By Headley.
Heroes of the Rebellion. Sherman. Headley.
Boys of '61—The Knightly Soldier. Trumbull.
Memoirs of Sherman. Written by himself.
Campaigns of the Civil War. (12 vols.) For careful study.
Heroes of the Rebellion. Sheridan.
Heroes of the Rebellion. Farragut.
Story of the U. S. Navy. (Whole History from the beginning.)
Memoirs of Gov. Andrew.
History of the United States. Barnes.
Abraham Lincoln. Leland.
Constitutional History and Political Development of the United States. Sterne.
Our Country. Lossing.
Through the Light Continent. Saunders.
American Citizen's Manual. Ford.
Life of Garfield. J. M. Bundy.
From Log Cabin to the White House.

## TABLE TALK.

"Let a little are into our church;
It ain't much trouble—only make a hole,
And the are will cum in of itself;
(It luvs to cum in whare it can git warm)."

wails "A Gasper," in his famous "Apele for Are." This meets the approval of the teacher, and she at once acts upon the suggestion. She opens the window for a generous supply of the free commodity. She applies it to her pupils as she would a mustard-poultice—in drafts.

"Oh, I am very careful about the ventilation of my room," says the teacher. "I open the windows every hour, and sometimes leave them a little way open for awhile."

"Do you have much sickness in your school?"

"Well, some. The Jones children had the diphtheria last winter—three of them died; and Mrs. Bender's Tommy died of croup. Four of the Smith family are now down with the scarlet fever, and there is always considerable absence on account of colds as soon as winter sets in."

"Are you sure that you are in no way responsible for this?"

"I! Why, how so?"

"Because by your method of ventilating, you have subjected your pupils to a draft; as soon as a window is opened, the cold air rushes in. A child sitting between the open window and the hot stove gets a full volley of cold air on one side, and one of hot air on the other. Cast-iron will break when subjected to such a process. What wonder, then, that the delicate child breaks down with cold, diphtheria or scarlet fever?"

Fresh air, and plenty of it, is a necessity, but let it "come in and get warm" before you apply it to the children.

## READING CIRCLES.

In accordance with the general progress of the Illinois Teachers' Reading Circle, the managers for Putnam County, viz., J. H. Seaton, Supt. of Schools, and W. D. Edmonds, of Hennepin, Frank Steel, of Granville, and J. E. W. Morgan, of Magnolia, met at Mr. Seaton's office, Nov. 21st, and organized by electing Mr. Seaton President, and J. E. Morgan, Secretary.

Local circles have been organized at Granville and Magnolia, numbering respectively ten and fourteen members. Hennepin will soon commence the work; then our little county will have wheeled into line.

The following is the first year's course of reading of the Missouri State Reading Circle:

Elementary. Professsonal: Raub's Methods of Teaching. Science: Hunt's Hygiene for Young People. Literature and Art: Irving's Sketch Book. History: Creasy's Decisive Battles. Biography: Parton's Celebrated Men.

Advanced. Professional: Baldwin's Art of School Management. Science: Bain's Education as a Science. Literature and Art: Dickens' Nicholas Nickleby. History: Barnes' General History. Biography: Alden's Famous Biography.

Advanced—Second year. Not yet selected.

THE NEW JERSEY TEACHERS' READING CIRCLE. C. E. MELENEY, SEC'Y.—The second meeting of the N. J. Teachers' Reading Circle was held in the Newark High School, on Saturday, Dec. 5. The committee appointed at the previous meeting presented the results of their labors in the form of a constitution and by-laws.

The object of the Reading Circle is the "professional and general culture of the teachers." The constitution provides for a central "Board of Control," consisting of a president, a vice-president, and seven directors, one from each Congressional district, who are to be elected by the Circle, and a secretary and treasurer, who are to be elected by the directors.

The state is to be divided into districts, under district management, to be appointed by the Board of Control. Social circles are to be organized throughout the state, the membership fee being fifty cents.

The Board of Control will meet regularly twice each year, and will have its headquarters probably at Trenton. The Circle will meet once a year, at the time and place of the meeting of the State Teachers' Association.

The district managers and local circles are to fix their own time of meeting.

It will be noticed that the organization closely resembles that of other states.

The object differs from that of the New York State Reading Circle, in providing for reading of a general character in additional to the professional.

Instead of requiring examinations at the end of each year, certificates will be granted to all who satisfy the Board of Control that they have completed the course *faithfully* and *thoroughly*.

The course of reading was prepared, but not adopted, owing to the lateness of the hour. It will be presented again by the committee at the next meeting, Dec. 29, then to be adopted or modified, by a vote of the Circle.

The first year's work, as proposed by the committee, is as follows:

1st. Quick's Educational Reformers, prescribed, and Hailmann's History of Pedagogy, optional.

2d. Page's Theory and Practice (New), prescribed, and Parker's Talks on Teaching, and Trumbull's Teachers and Teaching, recommended.

3d. The Chautauquan, prescribed.

4th. An outline work on English Literature, prescribed.

As the course of reading is to be made out by the Board of Control, the committee did not report a subsequent course, except to suggest that the above is a preparation for Sully's Psychology (abridged by Reinhart), Philosophy of Education, Lectures on Education, General History, and some of the best works of noted English and American authors.

## FOR THE SCHOLARS.

*SELECTIONS FROM TENNYSON.*

I.

THE FLOWER.

Once in a golden hour
I cast to earth a seed.
Up there came a flower,
The people said, "a weed."

To and fro they went
Thro' my garden-bower,
And muttering discontent,
Cursed me and my flower.

Then it grew so tall
It wore a crown of light,
But thieves from o'er the wall
Stole the seed by night.

Sowed it far and wide,
By every town and tower,
Till all the people cried,
"Splendid is the flower."

Read my little fable,
He that runs may read,
Most can raise the flowers now,
For all have got the seed.

And some are pretty enough,
And some are poor indeed;
And now again the people
Call it but a weed.

II.

WINTER.

The frost is here,
And fuel is dear,
And woods are sear,
And fires burn clear,
And frost is here,
And has bitten the heel of the going year.

Bite, frost, bite!
You roll up away from the light
The blue wood louse, and the plump dormouse,
And the bees are stilled, and the flies are killed,
And you bite far into the heart of the house,
But not into mine.

Bite, frost, bite!
The woods are all the scarer,
The fuel is all the dearer,
The fires are all the clearer,
My spring is all the nearer;
You have bitten into the heart of the earth,
But not into mine.

III.

THE POET'S SONG.

The rain had fallen, the Poet arose,
He passed by the town and out of the street,
A light wind blew from the gates of the sun,
And waves of shadows went over the wheat,
And he sat him down in a lonely place,
And chanted a melody loud and sweet,
That made the wild-swan pause in her cloud,
And the lark drop down at his feet.

The swallow stopt as he hunted the bee,
The snake slipt under a spray,
The wild-hawk stood with the down on his beak,
And stared, with his foot on the prey,
And the nightingale thought, "I have sung many songs,
But never a one so gay,
For he sings of what the world will be
When the years have died away."

IV.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

* * * *

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

And here and there a foamy flake
Upon me, as I travel
With many a silvery water break
Above the golden gravel,

And draw them all along, and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

* * * *

I slip, I slide, I gleam, I glance,
Among my skimming swallows,
I make the netted sunbeams dance
Against my sandy shallows.

—From *The Brook*.

V.

O, Blackbird! sing me something well;
While all the neighbors shoot thee round,
I keep smooth plats of fruitful ground,
Where thou may'st warble, eat and dwell.

The espaliers and the standards all
Are thine; the range of lawn and par
The unnetted black-hearts ripen dark,
All thine against the garden-wall.

Yet, tho' I spared thee all the spring,
Thy sole delight is, sitting still,
With that cold dagger of a bill
To fret the summer jenneting.

* * * *

And in the sultry garden-squares,
Now thy flute-notes are changed to coarse,
I hear thee not at all, or hoarse
As when a hawker hawks his wares.

Take warning! he that will not sing
While yon sun prospers in the blue,
Shall sing for want, ere leaves are new,
Caught in the frozen palms of Spring.

—From *The Blackbird*.

VI.

When cats run home and light is come,
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round,
Alone and warming his five wits,
The white owl in the belfry sits.

When merry milkmaids click the latch
And rarely smells the new-mown hay,
And the cock hath sung beneath the thatch
Twice or thrice his roundelay,
Twice or thrice his roundelay;
Alone and warming his five wits,
The white owl in the belfry sits.

—From *The Owl*.

VII.

When will the stream be aweary of flowing
Under my eye?
When will the wind be aweary of blowing
Over the sky?
When will the clouds be aweary of fleeting?
When will the heart be aweary of beating?
And nature die?

THE OLD ALPHABET METHOD.
*From the Christian at Work.*

Never, oh! never, nothing will die;
The stream flows,
The wind blows,
The cloud fleets.
The heart beats,
Nothing will die.
—From *Nothing will Die.*

VIII.

Clearly the blue river chimes in its flowing
Under my eye;
Warmly and broadly the south winds are blowing
Over the sky.
One after another the white clouds are fleeting,
Every heart this May morning in joyance is beating
Full merrily,
Yet all things must die.
The stream will cease to flow,
The wind will cease to blow,
The clouds will cease to fleet,
The heart will cease to beat,
For all things must die.
—From *All Things Must Die.*

## *MR. WILLIAM H. VANDERBILT.*

By E. L. B.

SOME OF HIS STEPS TOWARD SUCCESS.

William H. Vanderbilt, the richest man in the world, died suddenly at his home in New York, December the 8th. The news of his death was a great surprise; at once everybody began talking about the great millionaire and the way his fortune was made.

FIRST STEP.—A FAITHFUL CLERK.

Mr. Vanderbilt's father, "The Commodore," was a very rich man, but he seemed to think that his boy William would never amount to much. Cornelius was the favored son. William was given a very ordinary education, and was obliged to look out for himself as soon as his school-days were over. So at eighteen years of age the son of the millionaire was a clerk in a banking-house, on a salary of $150 a year. The next year he received double that amount, and the third, one thousand dollars. He was now twenty years old, and ventured on his thousand a year to get married. Shortly afterward his firm offered to take him in as a partner, but the confinement of the office was affecting his health so much that he was obliged to decline the offer, and give up his position. In spite of his success with his employers, his father still refused to see any business capacity in him, and the utmost he would do for him in his failing state of health, was to buy a farm of seventy-five acres on Staten Island, and put him on it.

SECOND STEP.—AN ENTERPRISING FARMER.

The farm was in a bad condition, very little of the land was under cultivation, and before William had been there long, he saw that unless the land was improved his life as a farmer would be like that of his neighbors, a struggle to wrest a living from the soil, and to keep off the ague. To make the necessary improvements would take $6,000. He knew it would be useless to go to his father for this, so he sent a friend; the refusal was very prompt and decided. But William was determined to have the money; he obtained it by mortgaging his farm.

Six months afterward the Commodore heard what had been done, and he very soon took occasion to lecture Mr. William soundly.

"You don't amount to a row of pins," said the irate old gentleman; "you never did and you never will. I have made up my mind to have nothing more to do with you." But the next day he sent William a check for $6,000, with instructions to "pay off that mortgage quick."

It was not long before the Staten Island farm began to show signs of prosperity. The boundaries were widened, and in a few years instead of seventy-five acres there were 350, in excellent condition, all bought and paid for by the young man, and yielding an income of $12,000 a year above all expenses.

The Commodore of course was obliged to admit that his son had succeeded as a farmer, but he had no disposition to entrust him with any of his great business interests. It does not seem that William felt at all hard towards the old gentleman for this small estimation of his qualities; he always tried to please his father by yielding to his wishes. The following incident shows how he did this in one instance, at least.

William was a great smoker. One day while on a trip to Europe, the father and son were walking on the deck, and the latter was smoking a cigar. "I wish you would give up that smoking habit of yours" said the Commodore abruptly. "I'll give you $10,000 if you will."

"You need not give me any money, your wish is sufficient," answered the son, throwing his cigar overboard.

THIRD STEP.—A CAREFUL MANAGER.

Three years after this trip the Commodore began to sell out his steamboat stock and invest in railroads. He was much interested in a new railroad in Staten Island, and bought most of the stock; but the road did not pay, and in two years was bankrupt. William Vanderbilt was then one of the most prominent men on the Island, and he was made receiver of the bankrupt road. In a short time after he took charge of affairs the railroad began to pay; in two years it was out of debt, and Wm. H. was made president. Then the father *began* to see his son's abilities, and a few months afterward made him vice-president of the Harlem road. Still only the details, the drudgery of the work was entrusted to William; all the great strokes by which he obtained control of one road after another he did himself. As fast as the roads came into his possession, his son was made vice-president and given the general oversight and direction. In this way they worked together until Jan. 4, 1877, when the Commodore was called away from all his great enterprises by death.

When the will was read, it was found that he had bequeathed nearly nine-tenths of his great fortune—between 60 and 100 millions—to William, a preceeding almost as unjust as his former treatment, though in an opposite direction. William himself appears to have thought it was not quite fair; and when he went to give his sisters the bonds and stocks willed to them, he took besides half a million dollars for each from his own share.

The story of Mr. William Vanderbilt's business career after his father's death is too long to tell at one time. If everything he touched did not actually turn to gold a great deal of gold turned at his touch. His fortune at the time of his death was estimated at from 175 to 200 millions of dollars. Many things have been said about the character of his business operations, one worthy of imitation is, "he built up whatever he undertook, and left it better than he found it."

## *GENERAL INFORMATION QUESTIONS.*

1. Draw an accurate map of the school-room by scale.
2. Who would be President of the United States if President Cleveland and the President of the Senate both should die?
3. Write a definition of a river.
4. Write a definition of a mountain.
5. Illustrate, by a simple experiment, an axis.
6. What is climate?
7. How does animal life differ from vegetable life?
8. What is zoology?
9. What vegetables give us the best food?
10. From what substances is sugar obtained?
11. Where is salt found pure?
12. Is salt food?
13. What is a cause?
14. What is a result?
15. How do we know where the North Pole is?
16. How does fog differ from rain?
17. What is a cloud?
18. What is the difference between a strong wind and a cyclone?
19. Tell how many gallons a barrel holds, that is 3 ft. high, and whose average diameter is 18 inches.
20. What does the word *denomination* mean in arithmetic?
21. What does it mean when applied to religions?
22. What is money? Is a promissory note money?
23. Write two sentences containing the word *bill* with different meanings.
24. How does "*a principal*" differ from "*a principle*"?
25. Is $\frac{1}{2}\times\frac{1}{2}=\frac{1}{4}$ *multiplication*? Then what is 4÷2=2? What, $\frac{1}{2}$ of 4=2?

## *THE THINGS OF TO-DAY.*

President Cleveland's Message is of unusual length. But the space it occupies is not wasted. It is seldom that a document has issued from the Executive so full of information and instruction for the people. It is free from verbiage, is written in a plain, business-like manner, treats of a large number of subjects, and is positive and outspoken in the expression of opinions on the important issues of the hour. The literary quality of the message will strike the educated reader and surprise those who have not considered the President as a writer. He shows himself here an uncommon strong and clear writer. Although voluminous, the message is neither frigid nor dull, is full of information aptly stated, and will rank with the best documents of its kind.

The richest land-owners in the United States are the Indians, and they ought to be. They once possessed the entire American continent, and it would be a mockery of the theory of the ultimate triumph of justice were they not to retain possession of at least as much land as they can ever need or ought to desire. Secretary Lamar says that the property of the 260,000 men, women, and children in our Indian population is worth, including lands and trust funds, $152,000,000, so that the average wealth is now more than $584 each. But the difficulty with them is, they do not know how to use it. They are mere children, to be educated. It will take generations.

Four dog-bitten children from Newark, N. J., are on their way to Paris to be treated for hydrophobia by the world-renowned Pasteur. This country will watch the result of his work with great interest. The money to pay for their passage was mostly raised by subscription.

The Irish question is so manifestly the great subject for discussion in the next Parliament that plans have been laid for coming to some sort of an agreement with regard to it, and so preventing the Parnellites from continuing to block the wheels of the imperial government, as they are now better able than ever to do, if they feel themselves slighted by the English statesmen.

The Euphrates Valley railway scheme has been revived with considerable energy, and it looks as if it would finally be carried through to a successful end. The syndicate formed in London proposes to raise £7,000,000, and has secured the promise of the government to exert its influence with the Sultan of Turkey to acquire the requisite concessions and assistance. The project includes a gigantic canal, which is to connect the Caspian Sea with the Persian Gulf via the Valley of the Euphrates.

Mr. Gladstone has been returned to Parliament from Midlothian by a majority of 4,634. The Conservatives are jubilant at their unexpected gains over their liberal opponents.

King Thebaw has ceased to reign: or rather he has ceased to misgovern. The vices and cruelties with which his rule was stained are such as modern writers usually style Oriental, apparently forgetting that it is only necessary to go back far enough in Western records to find parallels to the very worst of Eastern despotisms. It is not in the race, but in the conditions that the explanation lies. Thebaw of Burmah never committed as many cruelties as Philip the Second of Spain, or the Duke of Alva, or Torquemada, or Charles the Ninth of France.

There was a great storm at sea on Tuesday, Nov. 24. At Coney Island the tide rose twenty-nine feet.

The indictment by the Grand Jury for bribery of a man holding the exalted position before the community heretofore occupied by General Shaler, is a public disgrace whose effect can only be obliterated by the complete acquittal of the accused.

Prince Alexander of Bulgaria certainly deserves the golden opinions he has won as a military leader. Like Henry of Navarre his plume has been seen always in the thick of the fight. If he has not spared his men, neither has he spared himself.

Sagasta has the confidence of a large part of the people of Spain, but if his ministry is succeeded by one controlled by the Liberals, the restoration of the republic may seem probable to Senor Castelar and other Castillians who sympathize with him.

The opponents of Christianity in Japan have banded together to resist the spread of the Christian religion. Several such associations exist in different cities; but in no case do they appear to be numerous. In one instance, about twenty of them, carrying flags, inscribed: "Expel Christ, the Robber," entered a Greek chapel, but caused no disturbance.

## EDUCATIONAL NOTES.

### *GOOD THINGS FROM THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION.*

[Continued from page 353.]

From a paper by Miss Mary A. Bridgman, of the Framingham Normal School, on the Study of English Literature in High Schools:

"Every study ought to give a satisfactory answer to the question, Of what use? The teacher should start with a well-defined aim; a clear idea of what she wishes the pupils to accomplish. She should awaken in them a desire to explore for themselves the field of literature, so that its study may become a habit; to arouse a taste for the best literature, a real delight in it, is what should be secured. Much depends upon the teacher's own enthusiasm, and a long and far-reaching preparation. The best results can be obtained by combining lectures by the teacher with text-book study: and what the pupil thus learns should be drawn out by careful questioning."

From an address by the Rev. Dr. Edward Everett Hale, on the Public School and the Family:

"In the last half century, the schools have gained more power in the regulation of the daily life of the community than anyone thought possible before. He looked at the mutual relationship of home schools from the point of view, first, of parent wishing to maintain some acquaintance with his children; second, of the Sunday school and its place in education in our own system; third, in regard to the child's acquaintance with practical life and the details of every-day affairs. He advocated half-time schools, or the limitation of the school period to twenty-three weeks of the year. Until this can be granted, he would urge the abolition of the home lessons. The home life of New England is a very beautiful life, and the schools should not interfere with it unnecessarily. He disliked the idea that teachers are more competent than parents to direct the home-life of the children. He believed that the religious side of education was not sufficiently provided for. It is the purpose of schools to make good men and women rather than teachers."

From remarks by Mr. H. L. Clapp, of Boston, on Elementary Science in Grammar Schools:

"Too much attention proportionately is given to the studies in language and literature, and too little attention is given to those studies which will tend to create an active interest on the part of the pupil in the development of the faculties. The keenest interest has been aroused in studies by little excursions into the domain of natural science, and the moral as well as the intellectual development is promoted by such studies. Elementary science can be taught in our schools by utilizing the present opportunities and leaving out unnecessary things, such as compound proportion and small complex fractions. Enthusiasm and self-teaching on the part of the pupils, is the test of the true method."

From remarks by Supt. H. F. Harrington, of the public schools of Newburyport, on the Golden Mean between the Old and the New Methods of Teaching:

"The paramount object of the teacher of the elementary school is to furnish the pupil with the best implements for the acquiring of knowledge. The employment of the instruments of knowledge is necessarily associated with knowledge itself. Arithmetic and language are instruments of knowledge, but too often the teacher is merely occupied with the effort to cram the pupils with useless knowledge rather than to use them as things to be perfected for future use. Our course of studies is now arranged primarily for the imparting of knowledge, instead of making the means of acquiring information and developing the faculties paramount."

From remarks by the Hon. J. W. Dickinson on Primary Methods:

"The three ends to be accomplished by school exercises are the acquisition of useful knowledge, a natural method of using the faculties, and a right mental development. The accomplishment of these ends depends on the use of principles that both the teacher and learned must observe. The principle upon which the acquisition of knowledge depends is that all objects and subjects enumerated in the course of studies to be pursued, or adequate representations of them, must be brought into the presence of the learned mind. If the objects and subjects are presented, absolute knowledge will be occasioned. If illustrations are substituted for the objects, the knowledge occasioned will be relative only. A correct method of teaching depends on the use of the principle that all objects of thought, both objective and subjective, must be presented first as units, secondly as made up of distinct parts or qualities. The application of this principle constitutes the analytic method of teaching. The mind is symmetrically developed by a right exercise of its own faculties. Therefore the third end of school life is accomplished by so directing the pupil that he will cultivate the power of self-activity. If the teacher is successful in the use of the three principles thus described, with all that is implied in them, he will accomplish the ends for which he labors. Primary teaching is distinguished, not by its methods, but by the nature of the objects of thought it presents. The topics first presented are objective in their nature. The knowledge first gained is of facts. A knowledge of relations and of classes follows in order. In securing a proper development of the mind, physical, mental, and moral training must be provided."

From a paper by Miss Helen Magill, of the Howard Collegiate Institute, West Bridgewater, on the Importance of Collegiate Education for the Average Girl:

"The broadest and most efficient educational foundation that circumstances will allow should be given to the average feminine mind. A college training should show the larger and smaller interests of life in their true relations, to give dignity to the whole framework of existence, even to its minutest detail. There is nothing more likely to prove effective in antagonizing the social high pressure and the mercenary ideas of the present age than the extension of the right kind of college training to the fathers and mothers of the rising generation, and it should be made possible for every girl of average mind to have such a training."

#### COLORADO.

President Ingersoll, of the Agricultural College, is on a tour of inspection among eastern agricultural colleges. He will visit those of Kansas, Iowa, and Michigan. Dr. Ingersoll is a model college president, and is doing a grand educational work in our young state. Dr. C. F. Taylor, a graduate of Bowdoin, is the recently elected county superintendent of Pueblo County. He will make a capable officer.

B. A. P. Eaton, of El Paso County, was an independent candidate for re-election to the third term as county superintendent. He was elected by a flattering majority. The people will not always allow politicians to dispose of this important office as they wish. Brother McCreery, of Fort Collins, has been county superintendent of Larimie County since the time when "the memory of man runneth not to the contrary." His re-election vouchsafes better schools than ever in that populous agricultural county.

S. D. Carroll, principal of Crested Butte school, was elected superintendent of schools in Gunnison County. Congratulations for both officer and constituency.

The coming meeting of the State Teachers' Association promises to be the best in its history. No live teacher should fail to attend. We hear flattering reports of Prof. Eddingfield's work at Bald Mountain. Brother Eddingfield will soon be heard from in a larger field in our growing state.

The pupils of the Greeley High School are getting ready for the annual contest, which will come off sometime before the holidays. The boys are preparing orations and the girls essays, and the exercises will doubtless be very entertaining.

Now, that the National Association is to be held at Topeka, Col., school people should go to work to make this meeting west of the Missouri River a phenomenal success. Naturally we feel disappointed, but we are not a jealous, sour set. That spirit does not comport with the size of our mountains, the breadth of our plains, or the purity of our air. We will do all we can for the Topeka meeting.

*South Pueblo, Col.* F. B. GAULT.

#### INDIANA.

The following subjects are to be discussed at the state association, to be held at Indianapolis, Dec. 29, 30, 31: "The Philosophy of Life," by E. E. Smith, Perdue University; "The Social Influence of the Teacher," John W. Holcombe, superintendent public instruction; "The Truancy Problem," Mrs. Mattie Curl Dennis, Richmond; "The Æsthetic Element in Child-Culture," Mrs. S. E. Barnes, LaFayette; "The Discipline of the Will," S. S. Parr, principal De Pauw Normal School; "The Thinker and the Doer," James B. Angell, President Michigan University; "Organic Relation of the Common School Studies," Howard Sanderson, Department of Methods, State Normal School: "Should the State furnish Text-books for Pupils?" C. F. Coffin, New Albany: "Is Instruction Best when Pleasantest?" J. B. Ragan, associate principal, Richmond Normal School; "How Best to Develop Thought Power in Pupils," J. H. Martin, superintendent Madison schools; "Biology Work in High Schools," John M. Coulter, Wabash College; "The Value of the Student Spirit to the Profession of Teaching," principal Chester E. Lane, Fort Wayne High School; "Chemistry in the High School," Miss Lillie J. Martin, Indianapolis High School (illustrated with class in the laboratory); "Discipline from the Study of Physics," principal Robert Spear, Evansville High School.

#### IOWA.

Short-hand has been introduced in the course of study in the schools of Cedar Rapids.

#### NEW YORK.

The Queens County teachers held their association at Jamaica, Dec. 4-5. Dr. Allen, of the SCHOOL JOURNAL, gave an address. Mr. Rover, of Rockville Center, talked about "How Much Home Study the Child Ought to Do;" and Prof. Williams, of Central Park, showed the teachers "How to Teach Arithmetic." The next regular meeting will be held at Flushing. Mr. Ballard, of Jamaica, has promised to be present and say something about Percentage.

#### NEW JERSEY.

Superintendent Edson, of the Jersey City schools, reports that 299 applicants were refused admission for lack of room during November. In Elizabeth matters are in a still worse condition. In some of the primary rooms in School No. 1, 120 pupils are packed into a room that will only accommodate 70. In the Second Ward are nearly 400 children deprived entirely of the means of education, because of the negligence of the Board in providing a school building.

The Bergen County Teachers' Association met recently at Fairview. Prof. Geppard, of Carlstadt, gave a drill in calisthenics to illustrate his theory of teaching it. Mr. Waite discussed "How I Teach Writing in my School." Prof. Transue talked about "How Long Young Pupils Should be Kept in the School-Room."

Mrs. G. H. Lindsley, of Jersey City, has an excellent lecture on "OUR GIRLS," which she will give whenever requested.

#### PENNSYLVANIA.

The Union County Teachers' Institute meets at Mifflinburg, Dec. 21-25. County Superintendent B. R. Johnson is president; Mr. Geo. P. Beard, A. M., Prof. Chas. Lose, Prof. Geo. Little, Col. J. P. Sanford, and T. T. Everett the instructors and lecturers. On Thursday there will be a directors' day to consider the systematizing of the work in ungraded schools. Prof. Lose will address the convention in the afternoon.

Indiana County Teachers' Institute will be held at Indiana, Dec. 28-Jan. 1. Profs. T. M. Balliet, L. H. Durling, J. H. Young, and Miss Stella M. King, instructors. The reading circle question will be discussed, and an effort made to form a county organization.

The Butler County institute will begin at Butler, Dec. 28. Instructors—Dr. A. R. Horn, Dr. A. B. Miller, and Prof. E. P. Stewart.

## *PERSONAL.*

WHEN WILLIAM D. HOWELLS was editor of *The Atlantic Monthly*, a young lady of Philadelphia, says *The Press* of that city, sent him the manuscript of a short story which she thought above the average. Some time passed and as yet no verdict had been announced. It happened that she one day answered a ring at the door. There stood a suspicious-looking stranger, with lowering brow and black hanging mustache. She thought it was a tramp or a pedler, and her motion to close the door abruptly was arrested by the question whether Miss —— was at home. It was the editor himself, who called in person to explain that her story was excellent, but that a story of his own, already in type, had a plot so similar that it was impossible to use hers.

TRUSTEE SIMMONS, of the Board of Education of this city, lays down the broad principle that "a woman can get married at any time." We trust the Hub newspapers will not agitate this statement of fact. It was intended to apply exclusively to the women of New York. Mr. Simmons had no intention of unduly exciting the superfluous ladies of Boston, and would doubtless feel a poignant regret if any rash consequences should result from his too general remark.

AMONG the many educators of our acquaintance very few have gained a wider or more deserved reputation for usefulness and solid worth than PROF. T. J. MITCHELL, of Charlotte, N. C. He is just in the meridian of his manhood, and his record, both as scholar and teacher, is of the highest class. In addition to the educational advantages of a city high school and college, he has had the careful training of an excellent normal school, and an extensive experience in school work that makes his services of inestimable value. Ever since his college course was completed, all his energies have been devoted to the cause of education. Previous to accepting his present position, to which he has recently been re-elected for the fourth time, he was, successively, principal of the Vincent Academy, and the Buffalo High School, and superintendent of the public schools of Higginsport, Gallipolis, and Mt. Gilead. The range of subjects in which he is qualified to give instruction is unusually wide. In all the English and scientific branches, his scholarship is exhaustive, while it is no less thorough and efficient in the classics and mathematics. Prof. Mitchell is also a first-class manager, and exhibits rare tact and sound common sense in all his dealings with teachers, pupils, and patrons. He is thoroughly familiar with the most approved methods of instruction and discipline, as practiced in our best public and normal schools, is a man of high moral character; and as a successful organizer of city graded schools, the highest authorities in educational matters in the country have frequently born testimony to the fact that he has few if any superiors.—*S. W. Journal of Education.*

## *NEW YORK CITY.*

At the meeting of the Board last week, the "Holt plan" was adopted 12 to 4.

It was said at the last meeting of the Board that "it is an exceptional case when a teacher teaches for the love she has for her calling." Referring to a memorial of the principals and teachers in reference to Mr. Holt's plan, a member said: "They don't know what they are talking about." Another said: "It is worth $75 more to teach a class of boys in the grammar grade, than a class of girls in the same grade." The highest light the Board has at present only reaches the fact that, "It is worth much more to teach the advanced classes than the lower ones;" and, "A woman should not be paid as much as a man for the same work."

Rev. H. R. Haweis, of England, delivered two lectures last week in Chickering Hall, in aid of the Library Fund of the Normal College. Notice of these lectures was not received until this week.

Report of the New York Kindergarten Association for the year ending October, 1885:

During the season of 1884 and 1885 there were twenty-three meetings held. Five meetings were devoted to the study of the Del Sarte system of oratory; five meetings to clay-modelling, the lessons being given by Messrs. Spring and Griffen; and three meetings were for social intercourse, at which Kindergarten games were illustrated. At the remaining meetings the following topics were discussed: Religion in the Kindergarten; The Importance of a Knowledge of Physiology to Kindergarteners: What is There for Boys in the Kindergarten? Object Lessons in the Kindergarten; Which Kindergarten Song-book is Preferable? Kindergarten Drawing; Was Froebel Lacking in Esthetics? Childrens' Poems. Papers were read on the Contents of a Child's Mind, and the Study of Children. There were four original games and one original system of paper cutting introduced and adopted. Guilfords & Ortel's blackboard drawings were bought and distributed. The by-laws of the association were printed and circulated. A Kindergarten exhibit was held, the proceeds being sent to Washington, D. C., for the benefit of Southern education.

EMILY B. BRYAN, Recording Secretary.

The process of Latinizing the Japanese alphabet is making great progress. The Mathematical and Physical Society of Tokio has resolved to print the official part of its reports in the Roman characters, and the Chemical Society is about to take a similar step. Several newspapers are also already printed with Roman type, and the *Japan Gazette* expresses the opinion that the Latin alphabet will soon be generally adopted.

The pain and misery suffered by those who are afflicted with dyspepsia are indescribable. The relief which is given by Hood's Sarsaparilla has caused thousands to be thankful for this great medicine. It dispels the causes of dyspepsia, and tones up the digestive organs.

## LETTERS.

I want to tell you that your last paper came to me with just what I wanted most at that time. The short stories for reproduction, the lesson on "The Battle of Long Island," and the exercise in the use of Prepositions were just the things for my school this week. When we teachers are boarding away from home, and in families where there are but few papers and books, we have to depend on the JOURNAL for much of our material for work. I cannot see how any young teacher can think of trying to teach without the JOURNAL'S help. I am glad to find that I am not all wrong in thinking that many children know the numbers one and two, before they come to school. Can blank books or pads with lines ruled for the height of the letters, be obtained? If so, where? J. M. D.

Write to the Acme Stationery Co., New York.

I have frequently heard teachers complain that they had no success in teaching good manners to their pupils. It is a difficult task, but I have discovered a good way of impressing a knowledge of what good manners is, and I hope soon to see the practice follow the principle. I found a little book called "Good Behavior," which is written in a style adapted to children, and full of interesting illustrations of the principles laid down. I take a chapter from this book for a reading lesson occasionally, and we talk over what we have read until we are all interested. This gives us a standard by which to measure our actions, and when an impolite thing is done we point to our mottos, gleaned from each day's readings, and written on the blackboard, where they may be quickly brought to mind. This certainly creates a general interest in the subject, and I hope, as I said, to see a decided improvement in the manners of my children soon. B. S.

If the following thoughts suggested by a query in the JOURNAL a short time since, will be of any use to your readers, I gladly contribute them:

"How shall I become proficient in composition?" was the question. I quote in answer Commenius' immortal sentence, "Learn to do by doing," which Prof. Balliet expands into "Learn to do a thing by doing *that thing*, not by doing something else"? How does the farmer teach his son the science and art of farming? Does he make him learn from a book that "a plough is an agricultural implement used in upturning the sod"? that "a hoe is a tool used in gardening"? that "a rake is an instrument with teeth and a handle, used in haymaking and gardening"? Never! The boy learns what a plough is by going to the hill side and taking it by the handles; a correct idea of a hoe is obtained by using it in ejecting the weeds from the potatoes and corn; and scores of text-books couldn't give him a better understanding of a rake than a day's attention to it in the harvest field.

Why depart from this very sensible mode of procedure when learning to use language? If you wish to be able to express what you know about a certain thing in good language, which is what you mean by composition writing, sit down and write out all that is in your mind about a certain subject; correct, arrange in logical order, cut out all that is not closely related to the subject in hand, and write it all over again. One exercise of this kind a day will soon make a good writer of almost anybody possessed of common sense. W. S.

Where can gelatine films (spoken of in one of the late numbers of the SCHOOL JOURNAL) be procured? M. A. C.

Of Milton Bradley & Co., Springfield, Mass.

Upon page 335 of the JOURNAL of Dec. 5, question 94, ("How Many Cities in New York State?") is answered "Twenty-five."

Before the chartering of Amsterdam last winter, there were twenty-five, according to the Legislative Manual, (Red Book) of 1885, page 130. The point is a small one, but sometimes makes trouble in geography classes.

ALBERT B. WATKINS,
Assistant Secretary of Board of Regents, Albany.

I would like to say just a word about the *Questions*. It seems to me that a good many of them show little depth, and that most of them could be answered by the questioners themselves, if they would take the trouble to go to their geographies, grammars, histories, and encyclopædias, and save the space in the JOURNAL for something more valuable and interesting.

I would suggest that the questioners exercise a little common sense, and do a little thinking and searching for themselves, if they consider their questions worth the effort. JUSTICE.

These are the sentiments of the editors; but they have yielded to the numerous requests for information, because the questioners seemed to be sincere, and in need of help, and it was hard to refuse to give all that time and space would allow.

I see from the remarks of S. A. S. in the JOURNAL of Nov. 28, that I was misunderstood in reference to "script and print."

I see no good reason for confining children to script for two months, more or less, before giving them a word of print; but I do not wish to be understood as propagating any such "heresy" as "*printing*" on the board, or on slates (though, if the children want to print for *busy-work*, I see no objection.)

I take the "two in unison" by using *script* on the board, and letting the children find the same in *print* on the chart or in their books. H. L. L.

No teacher who professes to be a seeker after truth can neglect an examination into the merits of the Tonic Sol-Fa system of teaching music.

The true teacher does not ask concerning a method is it the method of Socrates, or Ascham, or Pestalozzi, or Page, or Parker, but he asks what true educational principles underlie this method.

Let us apply to the teaching of music some of the tests that we would apply to other school branches. A teacher of the "New Education" is asked: "Why do you teach arithmetic? "That my pupils may have correct ideas of number and its properties." "For what purpose?" "For mental growth and practical use in the business of life." But the "fossil" says: "Oh, no! we teach arithmetic for its tables, its rules, its processes." We are asked: "Why do you teach music?" "That the children may sing." "Why should they sing?" "It cultivates taste, is refining in its influence, is beneficial in moral training, and has high value as a means of physical culture." Up jumps our professor of music and says: "Oh, no! singing is not the purpose of music, but that pupils may know about the *staff*, about *clefs* and *bars*, *crochets* and *quavers*, and *demi semi-quavers*.

Why do we teach reading? That the child may get thought. Arithmetic? That he may comprehend number. Language? That he may express thought. If we give the child simply words to pronounce, he gets no thought. If we teach figures, and not number, through objects, he gets no true idea of number. If we give him grammatical rules, and do not help him to talk and write, he gains nothing in expression. Our methods are founded on wrong principles, or rather, they are not founded on right principles.

If then, our purpose be to teach the thing, music, and we place between it and the pupil an array of symbols, new and strange, and which only those succeed in interpreting who make a life business of it, then is our method objectionable.

The earnest, unprejudiced teacher will ask: "Is there no direct way into the Temple of Music?"

*Wilkes-Barre, Pa.* WM. J. SOLLY.

We have a class which has become familiar with the rudiments of grammar as taught in English, and we wish to know:

1. How much more time, in your opinion, should be given to that subject?
2. At what age this advanced work should be taken?
3. How much time in a whole school course should be devoted to the study of English, exclusive of rhetoric and literature, as used by our best writers of prose and verse?
4. What different works should be studied in this complete language course?

*Philadelphia.* M. W. W.

(1.) No more time. (2.) Advanced grammar should not be taken up until the pupil has reached the age of *mature* thought. (3.) *Every* recitation should teach the speaking and writing of our language correctly. The study of the works of the best writers should commence very early in a school course. Of course, simple and easy selections should come first, and the more difficult ones later. Every child in the primary school should know the *names* of Longfellow, Tennyson, Poe, Bryant, etc., and, at least, a little of what they have written. *Adapt* selections to the capacity of the learners. Teach few, if any, dates until mature years. Devote *just as much time as possible* to this most important branch of study. (4.) This question has been answered as much as it is possible in a brief note.

There are several defects in our present school system that might be remedied by the legislature. While no one denies that the graded schools of New York are excellent, many must admit that the rural schools are behind those of some other states. Young men who live in the country have no advantages of the graded schools; if they attend them they must pay a good round tuition fee, which in addition to board, makes it quite expensive. Yet the property of these young men's fathers is taxed to raise several hundred dollars state money, that is annually paid back into the village treasury. Give the country boys a chance; they deserve it.

Again it seems unfair for the money raised by a general tax to be expended to keep the best teachers employed in teaching Latin and Greek to ten or twelve pupils, while the greater part of the general teaching is intrusted to poorly paid and many times inferior teachers. Would it not be more just to hire special teachers for classical studies, and give all the people the benfit of experienced and careful teachers?

TEACHER.

This letter is open for a reply.

I am teaching for $35 per month, and school will not last more than fourteen weeks. See what small salaries we teachers in the South get. The public-school teacher of this county will not get more than $75 a year, on an average. I have to walk seven miles each day to school, and work very hard all day in the school-room, if it could be called a room. The house that I am trying to teach in is about 18x20 feet, built of small pine logs, a rough, loose floor in it, no upper floor, and a very crude stone chimney, with a dozen holes in the back. When there is a fire in the stove, as much smoke comes out in the room as goes out of the chimney. When I took charge, the sole furnishing of the room consisted of three benches made from a slab taken off a saw-log, by boring four holes in the slab and putting in four pins. These three slab-benches were all the apparatus I had to commence work. What would you have done under such circumstances? I fear that many of you would have gone home and given up in despair; but as for me, I cannot afford to quit work, and see my associates grow up in the very worst of ignorance. I write this to give you an insight into some of the public schools in North Carolina. I am proud of my state, but not of her system of education.

*North Carolina.* J. W. H.

A recent article in a local paper speaks very disparagingly of institutes, and the compulsory law in regard to attendance upon them. I look upon the "odious law," discussed in the article, as upon most compulsory laws or requirements whether they relate to the family, the school, or "teachers' institutes," as impolitic and unnecessary, if not unjust. Make home attractive, and let love be the law, and there will be little use for Solomon's "rod;" make the school what it should be, and we shall need no compulsory school law; make the institute of practical benefit, and there will be no need to enforce attendance. Let us have in our institutes *real class-work*, giving practical illustrations of the principles and theories so ably presented by our worthy conductors, and the results will be more satisfactory, and far more beneficial, than the present pouring-in process, by which before the end of the week, we are wearied, even to feeling bored.

This "class-work" can, and should be, done by the members of the institute, under the supervision of a competent conductor, and subject to the criticisms of the other members. An institute conducted upon this plan would call out all the live teachers in the county, and the others could be sifted out, at the discretion of the commissioners, with benefit to the schools, no doubt. I believe that all true, earnest teachers are interested to know as much as possible of how to do the best work in the best way, and I doubt if any such would feel that "one institute" would do for a life time, any more than once going to church, if only they can get what they need by going. I know that the longer I teach the more am I impressed with the great responsibility resting upon teachers, and the more do I feel the need of all the help I can get.

I do not quite agree with some of the objections made to institutes, that they are "reckless waste of time." The school is not "going backward," nor "standing still," if the teacher is being helped out of old ruts, and into newer and better ways. For, as is the teacher, so is the school. The children, it is true, are "turned loose" for a week, but play is good for children, and if it does take a few days to sober down again to hard work, they are stronger physically to resist the unwholesome effects of bad air and unnatural restraints, and they will in the end be all the better and work all the better for the short vacation. But, it is argued, "there is not a sufficient amount of change and advancement to make the program attractively fresh, or instructively beneficial." "The older teachers did not learn a new thing."

I know a primary teacher who has been in the same school, and has had the same grade for twenty years. I have visited her room many times, and have never yet seen the deviation of one iota in program, method, or discipline from my first visit until the last. The same things are always done in the same way, even to the boxing and shaking of unruly boys.

"What are you doing in your class now?" I asked of a bright little boy, a former pupil of mine. "O, the *same old things!*" he answered, with a look of disgust. But the teachers of these classes still keep their places, and continue to do the "same old things" in the "same old way."

Pardon the digression, but if "sameness" is so odious and so unproductive of good in a teachers' institute, what must it be in the school, and to the children to whom variety is so much more essential, and upon whom impressions are so much more lasting.

It is the aim of the institutes to help the teachers to get out of these "old ruts," and to put more life and spirit into school-work, and though they have failed to accomplish all they might, they have done some good, and if those who see the need of reform will speak out on the subject, we may yet have a plan more efficient and satisfactory. H. L. L.

## QUESTIONS.

222. What product is obtained from hair?

223. What is the past history and future destiny of the world? (This is a Regent's question in Astronomy.)

224. What vegetables have the widest geographical range? G. T. H.

225. When, by whom, and for what reason was Southern Illinois first called "Egypt," and what are the boundaries of this district? J. J. P.

226. When, where, and by whom was alcohol first discovered? K. M. G.

227. What does Lowell mean by "rosy-gilled" Englishmen? M. A. C.

228. Is there a book extant in which the history of slavery and its abolition in the different countries of the world are treated? M. A. C.

HORSFORD'S ACID PHOSPHATE.

SPECIFIC VIRTUES IN DYSPEPSIA.

Dr. A. JENKINS, Great Falls, N. H., says: "I can testify to its seemingly almost specific virtues in cases of dyspepsia, nervousness and morbid vigilance or wakefulness."

## BOOK DEPARTMENT.

### NEW BOOKS.

WEBB'S NEW WORD-METHOD. By J. Russell Webb. New York: Potter, Ainsworth & Co.

This exposition of the Word-Method by its originator will be eagerly welcomed by a vast number of teachers; for it contains his latest thought. After sending out several pioneer volumes and watching the results, Mr. Webb (for he is plain Mr. Webb yet, no college or university having tacked a Ph.D. or M.A. to his name) has made a book that he intends to embody the great advantages this remarkable system possesses.

The Word-Method is pretty well understood in the American educational world. The term will pass down to future teachers, who will hardly believe the statement that all the children in your schools were once shown the alphabet, and taught to pronounce the names! And the teachers supposed it was needful to teach them reading! And this might have gone on until this time had not Mr. J. Russell Webb, a graduate of the New York State Normal School in 1846, devised a better plan. In that year he published a book called "John's First Book," to show how children could be taught to read by first *learning words*. Being a genuine discovery, it spread widely; it is recognized as on a sound principle; every primary reader uses substantially the Webb method.

This volume is especially interesting, *first*, because the author expounds the principles of the Word-Method. These seven pages will command the attention of the thinking teacher. "Nature is our Teacher"; "we must lock arms with God" if we would have success; "Ideas must come before words"; we must go "from the known to the unknown," he says: Again we must "wake up mind, arouse interest, establish faith, inspire hope, permeate with charity, train the heart"—in order to teach.

*Second*, the volume is well fitted in its make-up to be a first-class primary reader. It is a machine, so to speak, that contains all the latest improvements; from it the child can learn to read with the least possible expenditure of time and labor. The illustrations are artistic and the printing excellent. The picture is given the word, then the words are "mixed up" to give the child an exercise in "hunting" for them. This is one of the many devices by which words are impressed on the memory. Reviews are very frequent; questions and directions are found when needed.

The volume will, like its predecessors, lighten the burden we laid on the child not only, but gladden his heart also with the power it will impart.

CHRISTMAS AND NEW YEAR CARDS. New York: Raphael Tuck & Sons.

A first glance at this pleasing collection makes it evident that among all the competitors for public favor this series will not only hold its own but have exceptional popularity. Beside several floral designs such as are perennially baautiful, may be noticed a number of entirely original subjects in figures, marine views and groupings. A specially noticeable feature is the fine poetical selections accompanying many of the designs. The best poets have been appealed to for melodious and appropriate verse. This fact will be particularly gratifying to those wishing to convey to their friends pleasant greetings in verse. Taken altogether, these are among the most attractive cards of the season, and will give the liveliest pleasure to the thousands that are bound to see and enjoy them.

BREAKFAST DAINTIES. By T. J. Murrey. New York: White, Stokes & Allen. Price, boards, 50 cents; cloth, 75 cents.

This little book by the author of "Fifty Soups" and "Fifty Salads," contains a number of valuable hints and practical directions in the preparation of breakfast cookery, as fruits, beverages, bread, toast, eggs and omelets, potatoes, and many various kinds of meals. It will be found a very useful little book. It is neatly bound, with a suggestive little picture on the front cover.

STORIES FOR KINDERGARTEN AND PRIMARY SCHOOLS. By Sara E. Wiltse. Boston: Ginn & Co.

This is a collection of stories which have been told many times to children, and which have been found to interest them. They are instructive and entertaining, and have been written in a style to please the little boys and girls until they reach the age of seven or eight years. The book was made to stand hard usage, and has limp leather covers.

COMMON SENSE IN THE NURSERY. By Marion Harland. New York: Scribner & Co. Price, $1.00.

This is one of the Common-Sense Series published by this house, and is just as decisive and practical in its line. Most of the papers originally appeared in *Babyhood*, and met with such approval that they have been collected and published with many revisions and additions. It consists of a series of talks to mothers, and practical suggestions upon bathing and sleeping, the care in all sorts of weather in all seasons, nursery cookery and receipts, clothing, etc., which not only the young mother but persons of more experience will find very helpful and useful. There is an index added, which is very handy. This should be in the hands of all mothers. It is neatly, substantially, and quaintly bound in canvas, and the typographical appearance is excellent.

YOUNG FOLKS' QUERIES. By Uncle Lawrence. Philadelphia: J. B. Lippincott Co. Price, $2.00.

This is a handsomely bound book of over two hundred pages, containing over eighty bright and suggestive illustrations. It contains thirty-one chapters of instructive information upon topics which are the subjects of many inquiries by observant boys and girls. A list of some of those treated will give an idea of the nature of the story; there are the pin, the needle, candles, lamps, petroleum, the thermometer, mirrors, ivory, soap, the microscope, steamboats, railroads, locomotives, etc. It is one of the most interesting and instructive books issued for the young folks, and will be regarded by many as their greatest treasure.

THE SEVEN AGAINST THEBES, of Æschylus. By Isaac Flagg. Boston: Ginn & Co.

This book is intended mainly for readers who do not need to be troubled with critical questions. Æschylus is usually styled the Father of Tragedy, and the scholar in Greek will find many points in this volume to admire. The text is in Greek, but the main features of the work are in the appended notes, which are as full and explicit as could well be desired. Not only is it a translation of the original Greek into the most idiomatic and pleasing English, but it is also a fair and impartial criticism of the style of composition. In truth, it would be just as interesting to an enthusiastic scholar of English as to the Greek student, inasmuch as many of the higher class of compositions of our own day, and especially the tragedies, are but copies of the styles of the old Greek and Roman writers. The book is well and neatly bound in cloth.

A BRIEF HISTORY OF THE UNITED STATES. New York and Chicago: A. S. Barnes & Co.

This is one volume of Barnes' Historical Series, and a new edition of that popular text-book, *Barnes' Brief History*, but the type is new, the illustrations increased in number, and executed in the highest style of art, the size of the book slightly enlarged, the paper of the very best quality, and the binding superb. We did not recognize our old friend in his new dress, and it was not until we satisfied ourselves that the paging was unchanged, and the text substantially unaltered, that we took the new comer into the place the old one had long held in our hearts. Yes, it's the same old fellow; but what a change! we thought the old one good enough, but here is the new one so far ahead of it, that the other seems now to have come down to us from a past generation. The book has a highly cultured look. It seems to belong to an aristocratic family, but its price is so cheap that any pupil in our land can easily own it. It is handsome enough for a holiday present, full enough of information to prepare a boy for a seat in Congress, and marks an era in school-book making so near perfection that it is doubtful if future generations can ever do better.

RING-AROUND-A-ROSY. By Mary A. Lathbury. New York: R. Worthington.

The story of a dozen little girls playing ring-a-rosy, but who disappear one by one, is here described in verse. This is one of the prettiest and most attractive little books for girls we have seen. Every alternate page is a full-page chromo-lithograph, opposite which a verse is printed on a tinted background. It is printed on very heavy paper, nicely bound, with illuminated board cover. The very little girls will be in love with it.

THE JOYOUS STORY OF TOTO. By Mrs. Laura E. Richards. Boston: Roberts Bros. Price, $1.50.

Toto lives in a red cottage on the edge of the woods, with his blind grandmother. He made many acquaintances among the animals of the woods, who told him many pretty stories. Finding his grandmother was lonesome without company, he brought all his forest acquaintances to call upon her, and the old lady is very much pleased by the entertainment the bear and raccoon, squirrel and parrot, and the rest of Toto's friends afford. There is a grim vein of humor throughout the whole story, and the illustrations will render it doubly attractive to the young reader. It is well printed and nicely bound in cloth.

### LITERARY NOTES.

The success of Mr. Sidney Luska's book, "As it was Written," has prompted Messrs. Cassell & Co. to make an arrangement with him by which they shall publish all he writes for the next five years.

Mr. Andrew Carnegie's new work, to be published in the spring by Charles Scribner's Sons, will be entitled, "Triumph of Democracy: Fifty Years' March of the Republic."

Lee & Shepard have in preparation a handbook of English history, edited by F. H. Underwood, which is based on Guest's Lectures.

Mr. Henry Irving has promised to write a paper on Edmund Kean for the work on "Actors and Actresses of Great Britain and the United States from the Days of Garrick to the Present Time," which is being edited and partly written by Mr. Lawrence Hutton and Mr. Brander Matthews.

Dr. Phillips Brooks's address before the Boston Latin School is to be published by Houghton, Mifflin & Co., with the title "The Oldest School in America."

Mrs. Burton Harrison's "Bric-a-Brac Stories," published by the Scribners, is the first book by an American author issued by American publishers, completely illustrated by Walter Crane, the famous English artist.

Mrs. Anna Katharine Green-Rohlfe will shortly publish her seventh work of fiction through Messrs. G. P. Putnam's Sons. The title of the story will be "The Mystery of the Mill."

The early spring is the time announced for the publication of Gen. John A. Logan's book, "The Great Conspiracy."

Dr. Asa Gray attained his seventy-fifth birthday on the 18th of November.

### ANNOUNCEMENTS.

Potter, Ainsworth & Co. announce for early publication a series of graded tablets for teaching language.

Cassell & Co. announce "Representative Poems of Living Poets, American and English; Selected by the Poets Themselves."

D. C. Heath & Co. announce "Studies in General History," an application of the scientific method to the teaching of history, by Mary D. Sheldon.

Ginn & Co. promise for Jan. 1, Ruskin's "King of the Golden River," in their Classics for Children Series, and "The Leading Facts of English History," by D. H. Montgomery, about Jan. 15.

A complete edition, consisting of ten volumes, of the historical works of Francis Parkman, is announced for early publication by Messrs. Macmillan & Co., as is likewise a popular edition of the "Life of Frederick Denison Maurice."

Houghton, Mifflin & Co. have published "A Mortal Antipathy," which is to be the permanent title of Dr. Holmes' "New Portfolio."

J. E. Potter & Co. have in press Fenno's "Favorites," No. 4.

### MAGAZINES.

The December *Atlantic* contains interesting installments of Mrs. Oliphant's serial, "A Country Gentleman," and Henry James's new story, "The Princess Casamassima." Dr. Holmes concludes "The New Portfolio," with some "After-Glimpses." Horace E. Scudder completes a series of papers with one on "Childhood in Modern Literature and Art." Prof. Charles F. Smith, of Vanderbilt University, contributes an article on "Southern Colleges and Schools." John Fiske concludes his essay on "The Idea of God as affected by Modern Knowledge." Edmund Noble writes of "Life in St. Petersburg." There are poems by Wm. H. Hayne, Edith M. Thomas, Charlotte Fiske Bates, and others.——The "Holiday" edition of *Every Other Saturday*, for November 21, 1885, contains several illustrated articles, with portraits, including sketches of Rev. M. J. Savage; Harriet Beecher Stowe; Louisa May Alcott; Giuseppe Garibaldi, the author of "America"; Anna Katharine Green, author of "The Leavenworth Case"; William M. Thackeray, etc.——The first two or three pages of *The Critic* of November 14, are devoted to an account of the home life of Mr. E. C. Stedman, whose "Poets of America" has just appeared, and whose "Library of American Literature" is rapidly nearing completion. Other articles in that number render it very interesting.——The Christmas number of *Wide-Awake* contains poems by Christina Rossetti, Nora Perry, Mrs. A. D. T. Whitney, and Mrs. Lilla Cabot Perry, also a new "Trotty Story" by Elizabeth Stuart Phelps, and an amusing serial story by Margaret Sidney. Charles Remington Tabot contributes a good story for boys—"A Midshipman at Large." It is altogether a very taking number.——That satirical, artistic and humorous journal, *Life*, in its Christmas number, to be issued on December 7, contains twenty-eight profusely illustrated pages, printed in colors.——Dr. R. N. Fowler's suggestive article on Psycopathy leads the November number of *Mind in Nature*. Among the other subjects discussed are Telepathy, the Supernatural in Shakespeare, Developing a Medium, Precognitions, Knowledge Superior to Belief, and the Natural History of Kissing.——Among the attractions of the December number of the *English Illustrated Magazine* are full-page plates of "A Study of a Head," "Fortune," "My Sweetheart," "The Wife of Pygmalion," the "Confession of Love," and a scene in Heligoland. The illustrated articles comprise a story by the author of "John Halifax, Gentleman," "A Day with Sir Roger de Coverly," "Through the Cotes du Nord," and "The House of Lords." Mrs. Oliphant contributes a novelette. The whole makes a very attractive and interesting number.——*Johnston's Journal* has been increased in size, from 16 pages to 32 pages and a cover. The issue for Nov. 14, contains articles on Riel and his Rebellion; The Theatre of Conflict in Central Asia; Civilization and Savagery in Africa; and a page of sketches showing how cattle are brought from the West to supply Eastern and European markets. In this number begins the serial, "Love in Summer Seas."——The December issue of the *Popular Science Monthly* contains, The Scientific Study of Religions, by Count Goblet d'Alviella; the Postal Savings-Banks of European Nations, by Prof. D. B. King; The Refractic Telescope, by Charles P. Howard; Thomasville as a Winter Resort, by Prof. E. L. Youmans; the Spirit and Method of Scientific Study, by Prof. J. P. Lesley; the Social Life of Arctic Birds, by Dr. A. E. Brehm: Neuter Insects, by Charles Morris; the Uniformity of Nature, by the Bishop of Carlisle, and a sketch and portrait of Professor Alpheus Hyatt, of Boston, by Mr. Ralph S. Tarr. The "Editor's Table" is practical and well informed.——The December *Century* contains two or three papers of general interest, relating to the war, viz., 1. A description by Captain John Erricsson of the construction and work of the monitors, illustrated strikingly by pictures of these vessels in action. 2. "The Loss of the Monitor," a graphic description by a survivor, Francis D. Butts, and, 3. "The Private History of a Campaign that Failed," by Mark Twain, being his personal experience (and not altogether an untypical one), of war in Missouri in 1861, with war-maps by the author, and illustrations by Kemble.——*Science* has removed its publication office to New York, to become more strictly a newspaper, and to treat all questions of scientific interest,

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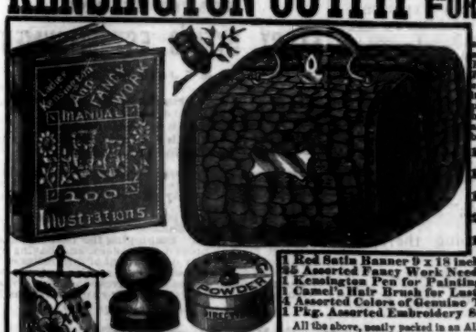


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Patterns are Golden Rod, Stitches; Bunches of Fuschias, 4 in.; Pansies, 2 1-2 in.; Butter Cups, 2 1-2 in.; Clusters of Forget-me-nots, 2 1-2 in.; Love-lies-bleeding, 4 1-2 in.; Bachelor's Buttons, 2 1-2 in.; Barberry, 2 1-2 in.; Strawberry, 4 in., Wild Roses, 4 in.; Daisies, 3 in.; Calla Lily, 4 in.; Pond Lily, 4 in.; Tulip, 4 in.; Sprigs of Jessamine, 3 in.; Thistles, 6 in.; Lily of the Valley, 4 in.; Moss Rose, 3 in.; Cat-tails, 5 in.; Daisy and Forget-me-not Border, 6 in.; 6 Scollops for Skirts, 6 in.; Spider's Web Corner, 3 in.; 4 Sprigs of Ferns, 2 1-2 in.; 10 assorted Crystal Etchings, (new); also Peacocks' Feathers, Birds, Boys, Bees, Butterflies, Grasshoppers, Spiders, Flies, Dogs, Owls, Bicycles, Roller Skates, Storks, Cross Stitch Patterns, Lace Stitch Patterns, Borders and many others ranging in size from 1 1-2 in. to 6 in., also a Complete Alphabet, entirely new. These patterns are all new, designed expressly for this outfit, on heavy parchment bond paper, and are handled by no other house. THE FANCY WORK MANUAL is a new book by the well-known authoress **Madame Worth**, and contains full directions and instructions for Kensington Stamping and Embroidery, Kensington, Lustre, Metallic Flitter and Irridescent Painting, Colors of all the different Flowers, Ribbon Embroidery, Wax Work and every description of Fancy Needle and Crochet Work. It contains over 300 Original Illustrations and is the most complete book ever published. THE SATIN BANNER sent with outfit is 9x18 in., stamped ready for embroidery or painting with a beautiful design of Golden Rod and Thistle, which, finished in colors on the red satin background makes a lovely and striking effect. These with the other articles named above, in the Alligator Shopping Bag, make the most complete outfit for Kensington or Fancy Work ever offered. With this outfit any lady can beautify the home at no expense, embroider ladies' or children's clothing, or **make a snug little sum** for herself by doing stamping for her neighbors. Many ladies are supporting themselves by doing Kensington Stamping, Embroidery and Painting with an outfit not as good as this. So confident are we that this outfit will give PERFECT SATISFACTION that we will **cheerfully refund money** to any lady who is dissatisfied on receiving it. This outfit sells ordinarily by single piece at retail for $8.80. We will send it **post paid for only $1.00**, and pack it in a nice shopping bag that you can use with or without the outfit. For our responsibility we refer to any Bank or Commercial Agency.

**Conn. Manufacturing Co., Hartford, Conn.**

TRADE MARK REGISTERED.
DRS. STARKEY AND PALEN
COMPOUND OXYGEN
NOT A DRUG
1529 Arch Street, Philad'a, Pa.

## BOOKS FOR READING CIRCLES.

We publish some of the best books for Reading Circles. Send for special terms.

**E. L. KELLOGG & CO.,**
25 Clinton Place, N. Y.

# The J. B. Watkins Land Mortgage Co.,

**Successor to J. B. WATKINS & CO.**

*BEGAN BUSINESS IN 1870.* *INCORPORATED IN 1883.*

**Capital, $750,000.**

## FARM MORTGAGES

**Interest 7% Guaranteed**

Payments of Interest Bonds by half-yearly Coupons payable at Prompt as Government

**National Bank of Commerce in New York.**

## 10 Years Business Report.

*The number of mortgages negotiated from May 1874, to May 1884; 8,762,*

| | |
|---|---|
| *Aggregate amount,* | *$5,580,350* |
| *Total amount of interest earned and paid on the day it matured,* | *$1,773,600* |
| *Number of mortgages matured, 2,091,* | |
| *Aggregate amount,* | *$1,048,500* |
| *Total amount of interest and principal paid at maturity,* | *$2,822,100* |

**Number of investors in these mortgages 1473; some of them have had 14 years experience with us; each one can testify that all our representations have been fulfilled to the letter.**

*You may not see this advertisement again; therefore, cut it out and send now for information, forms, and testimonials, and have them when needed. Address,*

**J. B. WATKINS L. M. CO.,**
LAWRENCE, KANSAS.
*Or HENRY DICKINSON, New York Manager, 243 Broadway.*

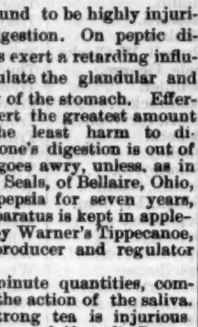
### A Help to Good Digestion.

In the *British Medical Journal*, Dr. W. Roberts, of England, discusses the effect of liquors, tea, coffee and cocoa on digestion. All of them retard the chemical processes, but most of them stimulate the glandular activity and muscular contractions. Distilled spirits retard the salivary or peptic digestion but slightly when sparingly used.

Wines were found to be highly injurious to salivary digestion. On peptic digestion all wines exert a retarding influence. They stimulate the glandular and muscular activity of the stomach. Effervescent wines exert the greatest amount of good with the least harm to digestion. When one's digestion is out of order everything goes awry, unless, as in the Case of T. T. Seals, of Bellaire, Ohio, who had bad dyspepsia for seven years, the digestive apparatus is kept in apple-pie eating order by Warner's Tippecanoe, the best appetite producer and regulator in the world.

Tea, even in minute quantities, completely paralyzes the action of the saliva. The tannin in strong tea is injurious. Weak tea should be used, if at all. Strong coffee and cocoa are also injurious if used in excess.—*The Cosmopolitan.*

ELY'S
CREAM BALM
*Cleanses the Head, Allays Inflammation. Heals Sores. Restores the Senses of taste, Hearing & Smell. A Quick Relief. A Positive Cure*
CREAM BALM
has gained an enviable reputation, displacing all other preparations. A particle is applied into each nostril; No pain; agreeable to use. Price 50c. by mail or at druggists. Send for circular. ELY BROTHERS, Druggists, Owego N., Y.

CATARRH


HAY-FEVER

CURE FOR THE DEAF
Peck's Patent Improved Cushioned Ear Drums perfectly restore the hearing, and perform the work of the natural drum. Always in position, but invisible to others and comfortable to wear. All conversation and even whispers heard distinctly. We refer to those using them. Send for illustrated book with testimonials, free. Addres,
F. HISCOX, 853 Broadway, N. Y. Mention this paper.

Dresses Dyed WITHOUT RIPPING
LEWANDO'S FRENCH Dye House,
17 Temple Place, BOSTON.
and 37 W. 14 St., NEW YORK.
U. S. A.
Price List Sent Free

HEADQUARTERS FOR LADIES' FANCY WORK.
*SPECIAL OFFERS!*—We will send you our 15-c. *Fancy Work Book* (new 1886 edition), for 3 two-cent stamps. Our *New* 10c. book, *How to use Fancy Fabric Materials* for 4c. A Felt Tidy and *Imported Silk to work it* for 20c. A Fringed *linen* Tidy and *Imported Silk to work it*, for 22c. *Florence "Waste" Embroidery Silk* 25c., per package. Everything in this advertisement for 36 two-cent stamps (72c.). *Illustrated Circulars free. Address*, J. F. INGALLS, Lynn, Mass.

Many progressive teachers have learned to look to the Boston School Supply Company, of 15 Bromfield Street, Boston, for their supply of some of the most recent and useful publications and inventions known in the school-room. Hughes' New Educational Wall Maps, possessing so many features of excellence, and unanimously adopted by the City of Boston, are among the publications offered by this firm. Another is Philips's Historical Readers, presenting English history in a remarkably interesting and attractive form for children. Methods of Teaching Geography, by Lucretia Crocker, has also justly received much favorable attention among teachers; and for convenient apparatus, few contrivances have been more highly praised than Betts's Folding Globe, furnished by this company, and which has frequently been mentioned in these columns.

## Publishers' Department.

Besides the many standard and educational books published by Ginn & Co., they have issued a second edition of "Those Dreadful Mouse Boys," which will be found especially attractive as a prize gift book. Notwithstanding all competition, this house manages to win continued success by its unceasing energy in supplying the wants of the reading and studying public. We invite attention to the advertisement of this house in another column of the JOURNAL.

Messrs. A. H. Andrews & Co., the enterprising general school furnishers, always keep abreast of the times with the latest inventions of school apparatus for every grade of schools. They have an extensive stock of globes, tellurians, maps, anatomical, philosophical, and geographical charts, desks, blackboards, and, in fact, everything in the line of school-room needs, and their facilities are such that they can supply orders at most reasonable rates. See their advertisement in another column.

Experience has proved that Latin and Greek can be most readily taught by means of text-books with interlinear translations. The firm of Charles De Silver & Sons, 1102 Walnut Street, Philadelphia, publish interlinear text-books of Virgil, Cæsar, Horace, Cicero, etc., of which sample pages can be obtained free on application. This house also publish many other valuable educational books, which teachers would find to their interest to examine.

There has been, as is yet, a great quantity of inferior tea sold throughout the country, and many persons have refused to use the beverage altogether. To such we bring glad tidings by informing them that they can procure of the American Tea Company pure teas and coffees. This firm is at the head of the business, and offers superior inducements to purchasers. Now is the time to get up tea clubs and procure some of the elegant presents given to buyers by this company.

One of the great objections heretofore to having dresses dyed, has been that the garment had to be ripped before sending to the dye house, and many persons could not spend the time necessary in making over. This is now no longer an objection, as Lewando's French Dye House, of 17 Temple Place, Boston, and 37 West Fourteenth Street, New York, dyes dresses as effectually without ripping, and in every way as satisfactorily as by the old method.

It is an undeniable fact that graduates from business colleges, so called, uniformally get better positions upon their ability as penmen. The reason for this is, they write a "business hand." Messrs. Cowperthwait & Co. have issued something new and practicable in the line of copy-books, giving the business standard forms of the letters in clear and correct copies. This firm also publish Parker's Arithmetical Charts, prepared by Francis W. Parker. The set comprises fifty numbers, printed on manilla parchment paper, and presents the latest and best methods of teaching beginners in arithmetic. Send to the publishers or their agents for a catalogue and descriptive circular.

The success which has attended the agencies who supply employees to business houses has led to the establishment of Teachers' Agencies in different parts of the country, among which we take pleasure in recommending the Boston Teachers' Agency, 13 Tremont Place, Boston, of which Everett O. Fish is manager, with whom successful teachers, seeking better positions, would do well to communicate.

GOOD WOMEN
Are noted for the power of keen discrimination and readily detect fraud and appreciate real merit, and hence it is you find in our homes Hood's Sarsaparilla. It is true that every one should take, at this season, a blood purifier, and cleanse the blood and system of the germs of disease, and it is also true that many diseases are warded off by the timely use of Hood's Sarsaparilla. Its wonderful restoring and renovating properties, combined with its power to build up the system, eradicate scrofula and
Cleanse the Blood
of all humors, render it the very best family medicine that can be devised and as a protection from diseases that originate in changes of the seasons, of climate, and of life, it cannot be excelled. Price $1.00; six for $5.00. Prepared only by C. I. HOOD & CO., Lowell, Mass. Sold by Druggists and Dealers.

JAMES PYLE'S
PEARLINE
THE BEST THING KNOWN FOR
Washing and Bleaching
*in Hard or Soft, Hot or old, Water.*
SAVES LABOR, TIME, and SOAP, AMAZINGLY, and gives universal satisfaction. No family, rich or poor, should be without it.
Sold by all Grocers. BEWARE of imitations well designed to mislead. PEARLINE is the ONLY SAFE labor-saving compound, and always bears the above symbol and name of
JAMES PYLE, NEW YORK.

ARABELLA: "The poor little fellow is dreadfully sick. It makes my heart ache to watch him." Josephine: "Does he grit his teeth and start in his sleep?" "I haven't noticed. I am afraid it's some kind of fever, and it almost drives me to distraction. His eyes have a wild gleam in them——" "Give him some sweet spirits of nitre." "And yesterday I noticed he wagged his tail.——" "Good gracious, Arabella! what are you talking about?" "About my poodle, of course." "Oh! I thought you meant your baby!"

IMPORTANT.
When you visit or leave New York City, save Baggage Expressage and $3 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Elegant rooms fitted up at a cost of one million dollars, at $1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

PHRENOLOGIST: "Your bump of imagination is abnormally large, sir. You should write poetry, sir." Citizen: "I do write poetry. Only yesterday I took a poem to an editor, and that bump you are feeling is where he hit me. Don't bear on it so hard."

OH!" exclaimed Miss Daubwell, "what a clever man that Mr. Fogg is! He is really quite a physiognomist. I was telling him last evening I had become quite proficient in painting, and he said, 'I was sure of it, madam, your face shows it.'" Chorus—"Indeed!"

Scott's Emulsion of Pure Cod Liver Oil with Hypophosphites.—As a remedy for *Consumption, Scrofula*, all wasting diseases and *General Debility*, we venture to say it has no equal in the whole realm of medicine.

I WAS never exactly buried alive," said an old clerk, recounting his experience; "but I once worked a week in a store that did not advertise. When I came out my head was almost as white as you now see it. Solitary confinement did it."

Glenn's Sulphur Soap heals and beautifies, 25c.
German Corn Remover kills Corns, Bunions, 25c
Hill's Hair and Whisker Dye—Black & Brown, 50c.
Pike's Toothache Drops cure in 1 Minute, 25c.

"And where are you going, my pretty maid?"

"I'm going to Canada, sir," she said.

"And why are you going there, my dear?"

"The old man, sir, is a bank cashier."

"And when are you coming back?" said I.

"As soon, kind sir, as the clouds roll by."

"And when, pretty maiden, may that time be?"

"When all the directors are dead," quoth she.

The First Keen Twinge.
As the season advances, the pains and aches by which rheumatism makes itself known, are experienced after every exposure. It is not claimed that Hood's Sarsaparilla is a specific for rheumatism—we doubt if there is, or can be, such a remedy. But the thousands benefited by Hood's Sarsaparilla, warrant us in urging others who suffer from rheumatism to take it before the first keen twinge.

THE transformations of nature are wonderful. Put a herring in a tin-box with some cotton-seed oil and it immediately turns into a sardine.

R. H. MACY & CO.,
14th ST., SIXTH AVE., and 13th ST.,
NEW YORK.
GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.
SPECIAL SALE OF LADIES' AND CHILDREN'S
MUSLIN
UNDERWEAR,
ALL OF OUR OWN MANUFACTURE AND DESIGN. OUR PRICES ARE THE LOWEST IN THE COUNTRY.
RARE BARGAINS IN
LINENS
AND HOUSEKEEPING GOODS, OUR OWN DIRECT IMPORTATION.
UNAPPROACHABLE BARGAINS IN
BLACK AND COLORED
Silks and Dress Goods.
OUR PRICES BELOW ALL COMPETITION.
TREMENDOUS MARK-DOWN IN
SUITS AND CLOAKS.
OUR ENTIRE STOCK AT LOWER PRICES THAN EVER BEFORE KNOWN.
SPECIAL CARE GIVEN TO MAIL ORDERS.
R. H. MACY & CO.

James M'Creery & Co.
will offer this week a very large IMPORTATION of RICH BLACK and COLORED SILKS, with the latest and most appropriate novelties in Silk, Velvet, and Plush effects for combining with them, at very moderate Prices. Every requisite for STREET, RECEPTION, or BRIDAL COSTUMES will be represented.
Broadway and Eleventh Street, New York.

STATEN ISLAND
FANCY DYEING ESTABLISHMENT,
Office, 5 & 7 John St., New York.
BRANCH OFFICES
1199 Broadway, near 29th St., N.Y.
279 Fulton St., Brooklyn.
47 North Eighth St., Phila.
43 North Charles St., Baltimore.
40 Bedford St., Boston.
*Dye, Clean,* and *Refinish* Dress Goods and Garments, *Ladies' Dresses, Cloaks, Robes, &c., of all fabrics*, and of the most elaborate styles, cleaned or dyed successfully *without ripping*.
Gentlemen's Garments *cleaned or dyed whole.*
Curtains, Window Shades, Table Covers, Carpets, &c., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.
*Send for Circular and Price List.*
BARRETT, NEPHEWS & CO.,
5 and 7 John St., N. Y

6 E. 14th
DRESS REFORM.
Union Undergarments. *Vest and Drawers in One.*
6 E. 14th
EQUIPOISE.

Made in all weights of Merino, Cashmere and all wool: Chemilettes, Princess Skirts, *Equipoise*, Emancipation, Dress Reform, and Comfort Waists. Corded Waists a Specialty. Shoulder Brace and Corset combined, Shoulder Braces, Abdominal Supporters, Obstetric Bandages, Shoulder
Price $2.25. Stocking Supporters Sanitary Napkins, etc. Custom work promptly attended to
NEW ENLARGED ILLUSTRATED CATALOGUE FREE
MRS. A. FLETCHER,
6 East 14th St., N. Y.

# Sisters of Charity

may be "fairest and foremost of the train that wait on man's most dignified and happiest state," but the dignity and happiness of man cannot long endure without the health that may be obtained in a few bottles of Ayer's Sarsaparilla. A. W. Parker, lumber dealer, 209 Bleury street, Montreal, Que., writes: "After being troubled with Dyspepsia for a year, and with Salt Rheum

**For a Number of Years,**

I was cured of both diseases by using six bottles of Ayer's Sarsaparilla." M. G. Traine, Duxbury, Mass., writes: "I have found Ayer's Sarsaparilla an efficacious remedy for bilious troubles and Dyspepsia." Henry Cobb, 41 Russell st., Charlestown, Mass., writes: "I was completely cured of Dyspepsia, by the use of Ayer's Sarsaparilla." Wm. Lee, Joppa, Md., writes: "I have tried Ayer's Sarsaparilla, and it has done me so much good that I shall always regard it as the best of blood purifiers." Eminent physicians prescribe Ayer's Sar-

# Ayer's Sarsaparilla

**My Little Girl,**

and must say that she never took anything that helped her so much. I think her eyes never looked so well, as now, since they were affected, and her general health is improving every day. She has taken but half a bottle." A. J. Simpson, 147 East Merrimack st., Lowell, Mass., writes: "My weak eyes were made strong by using Ayer's Sarsaparilla." C. E. Upton, Nashua, N. H., writes: "For a number of years I have been troubled with a humor in my eyes, and was unable to obtain any relief, until I commenced using

saparilla. I believe it to be the best of blood purifiers."

in all cases requiring a powerful alterative treatment.

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass., U. S. A.

**For sale by all Druggists. Price $1; six bottles for $5.**


THE attainment of our greatest desires is often the source of our greatest sorrows.

CALAMITY is a man's true touchstone.

A WHISKEY skin—A tramp.

SHOOTING Star—A murderous actor.

A HAIR BRUSH—A race between rabbits.

A HUMOROUS article—A baby with the rash.

LADY: "What became of the plague of locusts?" A pause: then small boy at bottom, suddenly: "Please, miss, I know. John the Baptist ate them!"

LITTLE boy, do you understand what is meant by energy and enterprise?" "No, pa, I don't think I do." "Well, I will tell you. One of the riches men came here without a shirt to his back, and now he has got millions." "Millions! how many does he put on at a time, pa?"

IT was one of those delightful September mornings that strayed over into November. The light autumnal haze of Indian summer was sleeping on the hill tops, only to be invigorated with colors of the rising sun. Rosalind McGush, aroused by the matin song that arose from the poultry yard, parted the curtains and looked forth upon the scene. "What a gorgeous morning! Oh, why should I be chained to this humdrum sphere? I will seize my pen and pour forth melodious verse in honor of this day of the gods." "Rosy!" came a sharp call from the foot of the stairs; "come down and fry the buckwheats, right away." And from thoughts poetic to deeds domestic, fair Rosalind forthwith descended.

"SOME idiot has put that pen where I can't find it!" growled old Asperity the other day, as he rooted about the desk. "Ah, um, yes! I thought so," he continued in a lower key, as he hauled the article from behind his ear.

AN exchange has discovered this: "At Union, Iowa, Mr. Charles Rever and Miss Minne Flagg have just been married. A union of hearts, a union of hands, and the Flagg of our Union for Rever."

THE young man who imprinted a respectful kiss on the fair forehead of his best girl told his friend next day that he had been having a bang up time.


**Chronic Catarrh.**—I have suffered for years from Chronic Catarrh. Six weeks ago I was induced to try Ely's Cream Balm. Relief was instantaneous, and continued use has resulted in an almost complete cure.—S. M. GREENE, Book-keeper, Steamboat Co., Catskill, N. Y.

**Was afflicted** with Catarrh and Cold in the Head. I tried many remedies without any beneficial effects, at last I used Ely's Cream Balm, which effectually cured me.—W. H. I. HILLARD, Dentist, Bordentown, N. J.

HE'S not what you'd call strictly handsome," said the Major," beaming through his glasses on a homely baby that lay howling in its mother's arms. "But its the kind of a face that grows on you." "It's not the kind of a face that ever grew on you," was the indignant and unexpected reply of the maternal being. "You'd be better looking if it had."

THOSE WHO preach, lecture, declaim or sing, will and do find Hale's Honey of Horehound and Tar the speediest restorative of the voice in cases of hoarseness. It also cures coughs and sore throat rapidly and completely. Sold by all Druggists at 25c., 50., and $1.


"WHAT are the last teeth that come?" asked a Lynn teacher to her class in physiology. "False teeth, mum," replied a boy who had just waked up on the back seat.


MOTHERS, "individually and collectively, without a single exception, pronounce *Madame Porter's Cough Balsam*" the most pleasant and efficacious for the cure of Coughs, Colds, Croup, Sore Throat, etc., etc., in children, that has yet been given to the public. They say it always acts like a charm. Children really like it. Price, 25, 50 and 75 cents per bottle.


LADY CALLER: "I much prefer colored servants to white ones, don't you, Mrs. B?" Mrs. B.: "Well, really, Mrs. R., it depends upon the color, you know. I can't endure green ones."


"I sold in two years thirty-three thousand one hundred and twenty ($3,120) bottles of Hunt's Remedy. It is a valuable medicine for kidney diseases." W. B. BLANDING, Prov.

Hunt's Remedy is purely vegetable, and a speedy cure for heart disease and rheumatism.

CURES ALL DISEASES OF THE KIDNEYS, LIVER, BLADDER, AND URINARY ORGANS, DROPSY, GRAVEL, DIABETES, BRIGHT'S DISEASE, PAINS IN THE BACK, LOINS OR SIDE, NERVOUS DISEASES.

HUNT'S KIDNEY & LIVER REMEDY NEVER KNOWN TO FAIL

## TONIC AND BITTER,

**IT IS UNEQUALLED IN RESULT AND PERMANENT IN ITS CURE.**

*LIVING TESTIMONY.*

**Blacksmith.**

"Having had occasion to use a remedy for kidney troubles I purchased a bottle of HUNT'S [Kidney and Liver] REMEDY, and it completely cured me—have no indigestion, and am hearty and healthy for one of my years (65)."—J. F. Woodbury, Blacksmith, Manchester, N. H.

"Small beginnings lead to large endings."

**Carpenter.**

"I was troubled with a weakness of the Kidneys. I had to pass my water as many as fifteen times during the night. After having used the second bottle of HUNT'S [Kidney and Liver] REMEDY I found that all of my trouble was gone."—Joseph O. Miller, Carpenter, Xenia, Ohio.

"Be a friend to yourself, and others will.'

**Fireman.**

"I have been a severe sufferer with a weakness of the kidneys, and I took a severe cold while on duty with the fire department. I had a terrible pain in my back, and my water troubled me. HUNT'S [Kidney and Liver] REMEDY completely cured me."—H. A. Glass, Columbus, Ohio

"To the good, night is not dark."

**A Sailor.**

"Captain John Kimball, Sailor, New London, Conn., writes:—"I was taken with severe pains in the small of my back in the region of the kidneys. I had the best medical attendance without experiencing any relief. I bought and used a bottle of HUNT'S [Kidney and Liver] REMEDY. Four bottles entirely cured me."

HUNT'S REMEDY CO., Providence, R. I.
C. N. CRITTENTON, General Agent, New York.


**"Maryland, My Maryland."**

* * * "Pretty Wives,
Lovely daughters and noble men."

"My farm lies in a rather low and miasmatic situation, and

"My wife!"

"Who?"

"Was a very pretty blonde!"

Twenty years ago, became

"Sallow!"

"Hollow-eyed!"

"Withered and aged!"

Before her time, from

"Malarial vapors, though she made no particular complaint, not being of the grumpy kind, yet causing me great uneasiness.

"A short time ago I purchased your remedy for one of the children, who had a very severe attack of biliousness, and it occured to me that the remedy might help my wife, as I found that our little girl upon recovery had

"Lost!"

"Her sallowness, and looked as fresh as a new-blown daisy. Well, the story is soon told. My wife, to-day, has gained her old-time beauty with compound interest, and is now as handsome a matron (if I do say it myself) as can be found in this county, which is noted for pretty women. And I have only Hop Bitters to thank for it.

"The dear creature just looked over my shoulder, and says I 'can flatter equal to the days of our courtship,' and that reminds me there might be *more pretty wives* if my brother farmers would do as I have done."

Hoping you may long be spared to do good, I thankfully remain,

C. L. JAMES.

BELTSVILLE, Prince George Co., Md., May 26th, 1883.


☞ None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

**SAMPLE BOOK** containing 51 samples of new card for 6 cts. to pay postage. CENTER FREE! BROOK CARD CO., Centerbrook, Ct.

**6 CENTS** For 51 new chromo, scrap & gold edge cards. ESSEX CARD WORKS, Ivoryton, Conn.

**200** New Scrap Picture Agents Albums of 40 Card Samples Card Works Hartford, Ct.

**TEACHERS' AGENCIES.**

WOMAN'S EXCHANGE
Teachers' Bureau.

Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.

Address, (Mrs.) A. D. CULVER,
329 Fifth Ave., N. Y.

**NO COMMISSION CHARGES.**

Teachers wishing situations for winter should apply to us at once.

School officers are invited to secure teachers from our members and thereby allow the teachers to have full benefit of the salary paid.

**Teachers' Co-operative Association of New England,**
**75 Hawley Street, Boston.**

**Pennsylvania Educational Bureau**

BUSINESS TRANSACTED IN ALL THE STATES AND TERRITORIES.

Frank H. Curtees, Prof. of Normal Methods Central Tenn. College, Nashville, Tenn., writes "I was very highly pleased with the manner in which you have dealt with me, and can recommend the Bureau."

For application form and list of testimonials, address
L. B. LANDIS, Manager,
631 Hamilton St., Allentown, Pa.

American and Foreign
**Teachers' Agency,**

Introduces to colleges, schools, and families superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON,
*American and Foreign Teachers' Agency,*
23 Union Square, New York

**TEACHERS' AGENCIES.**

**TEACHERS**

A sample copy of our **School Almanac and Guide for 1886,** containing one of the best almanacs published, a directory of New England schools and principals, suggestions to teachers when applying for a position, and other valuable information, will be sent, post-paid, on receipt of six cents in stamps.

**J. RANSOM BRIDGE & CO.,**
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